PROGRAM OF STUDIES 2018-2019

Secondary School
GAA SECONDARY PROGRAM OF STUDIES

The Secondary program is based on US and International aims – with a focus on deep understandings and transferable skills. The American curriculum offers a wide range of academic subjects along with a holistic approach to learning. The core academic program intends to build knowledge, skills and understandings around literacy, numeracy, creativity and sustainability across the subjects. This core is supplemented by instruction in Visual Arts, Music, Drama, World Languages and Physical Education, where Technology is not simply taught as a "stand alone" class, rather every effort is made to incorporate technology into specific subject areas.

The American style of education can be described as a student-centered, inclusive and adaptive approach to learning. In addition, the American approach to curriculum and instruction celebrates and cultivates students' ability to problem-solve, use their imagination and thinking critically. Our students also develop important social/emotional skills and confidence that is essential in personal development.

For promising grade 11 and 12 students we offer the opportunity to take the International Baccalaureate Diploma Programme. The IBDP is an academically challenging and balanced program. It has been designed to address the intellectual, social, emotional and physical well-being of students. This two-year program has gained recognition and respect from the world’s leading universities.

GEMS American Academy is an authorized IBO World School (schools that share a common philosophy of commitment to high quality, challenging, international education).

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<td>Electives</td>
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## ADEK REQUIREMENTS

### UAE HIGH SCHOOL EQUIVALENCY REQUIREMENTS

The UAE High School Equivalency is a certification given by the Department of Education and Knowledge (ADEK) to **students of any nationality**, graduating from a school in the UAE, and who wish to have the UAE equivalency authentication granted for their high school diploma. This is required for all students – regardless of nationality - wishing to study in many post-secondary institutes in the UAE and other Arab countries, and may be required for graduates to be eligible to work in the UAE and other Arab countries. Arab national students are highly advised to seek the UAE high school equivalency*.

These students must meet the following requirements below that are set by ADEK:

1. **COURSE REQUIREMENTS FOR EQUIVALENCY**
   - Students must complete both their Islamic and Arabic courses every year in grades 9, 10, 11, and 12.
   - All students holding passports from the above mentioned Arabic speaking countries must take native Arabic courses in grades 9, 10, 11, and 12.
   - Non-Muslim students are not required to take Islamic courses.
   - Students holding passports from non-Arabic speaking countries are expected to take non-native Arabic courses.
   - Successfully complete five of the following ADEK approved courses each year in grades 10, 11, & 12: English, Mathematics, Physics, Chemistry, Biology, Geology, Health & Nutrition Sciences, Economics, History, Geography (incl. World Studies), Psychology, Business, Sociology, French, Arts & Design: Yearbook, and Computer Science. *These offerings may vary from year-to-year.*

2. **ARABIC AND ISLAMIC BOARD EXAMS**
   - Students seeking equivalency must pass both the Islamic Studies and Arabic Ministry board exams in native or non-native Arabic. (Non-Muslim students are not required to sit for the Islamic Ministry exam.)
   - These examinations are offered and scheduled by ADEK to students in grade 12 on two separate days during the month of May.
   - All students holding passports from the above-mentioned Arabic speaking countries are expected to take the appropriate Ministry of Education examination(s) in native (first) language Arabic.

3. **OTHER REQUIREMENTS**
   - Original International TOEFL Certificate with a minimum score of 61 for online test and 500 for the written test
   - Original MATH/SAT 1 Certificate with minimum 400 score
*REQUIREMENT FOR CITIZENS OF ARAB COUNTRIES*

All students holding passports from the following Arabic speaking countries must take native language Arabic in grades 9, 10, 11, and 12: Algeria, Bahrain, Comoros Islands, Djibouti, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Somalia, Sudan, Syria, Tunisia, United Arab Emirates, and Yemen.

All Muslim students are required to take Islamic Studies courses every year in high school. These courses are offered both in native Arabic and in English.

**GROUP REQUIREMENTS**

In GAA, courses in grades 6-12 are in three different categories:
1. GAA Core Courses/IBDP Courses
2. ADEK Required Courses
3. GAA Elective Courses

Each student’s program is made up of a combination of these different categories of courses. Department of Education and Knowledge (ADEK) requirements vary depending upon a child’s nationality and religion. Our school uses information provided by parents during the school registration process. Requirements for Arabic Language, Islamic Studies and UAE Social Studies courses vary according to each student’s registered nationality and religion. In order to comply with ADEK regulations, every student has specific course requirements according to one of the following four categories:
   - Group 1 – Arab Muslim
   - Group 2 – Arab Non-Muslim
   - Group 3 – Non-Arab Muslim
   - Group 4 – Non-Arab Non-Muslim

**ADEK requirements (Grades 6-10)**

<table>
<thead>
<tr>
<th></th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Art OR French/Spanish</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td></td>
<td>*</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Group 1</td>
<td>Group 2</td>
<td>Group 3</td>
<td>Group 4</td>
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<td>----------------------</td>
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<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>French or Spanish</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Arabic</td>
<td>✓ Native</td>
<td>✓ Native</td>
<td>✓ Non-Native</td>
<td>✓ Non-Native</td>
</tr>
<tr>
<td>Islamic Studies</td>
<td>✓ In Arabic</td>
<td>N/A</td>
<td>✓ In English</td>
<td>N/A</td>
</tr>
<tr>
<td>UAE Social Studies in Arabic</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>UAE Social Studies in English</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Moral Education*</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**MORAL EDUCATION**

“Moral Education is an innovative, engaging curriculum designed to develop young people of all nationalities and ages in the UAE with universal principles and values, that reflect the shared experiences of humanity.

It promotes character building to develop the next generation of role models and leaders, who contribute positively to the long-term health and well-being of society and the wide world.

Moral Education covers four pillars – character and morality; the individual and the community; civic studies; and cultural studies and blends academic content with an exploration of character and ethics. It has been designed as a progressive series of units to be taught (for 45 minutes each week) over twelve eleven years of schooling from Grade 1 to Grade 12.”

[www.moraleducation.ae](http://www.moraleducation.ae)
GROUP 1: ENGLISH

English Language and Literature at GAA is a mandatory subject from grades 6 through 12. Using Project AERO Common Core + standards as the objectives for learning, emphasis is placed on multiple literacies and writing strategies for IB and college prep. English Language and Literature consists of classroom instruction that relies heavily on reading, writing, listening and speaking. Courses are vertically aligned and each grade level’s curriculum is thoughtfully scaffolded using the Understanding by Design Framework. Students’ analytical and writing skills are honored through the exploration of novels, short stories, non-fiction and poetry. Assessment tools vary by grade level, unit and task and are often tailored to meet the specific needs of students. Assessments are utilized to measure and monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.

<table>
<thead>
<tr>
<th>English 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit:</strong> N/A</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> Completion of grade 5 English</td>
</tr>
<tr>
<td><strong>Core Instructional Materials:</strong></td>
</tr>
<tr>
<td>Literary anthologies, novels, short stories and a variety of media</td>
</tr>
</tbody>
</table>

English 6 will focus on the effective usage of spoken and written language and on the development of the student as an active reader and writer. Reading, writing and speaking will be at the center of this course. Students will read complex topic related selections in a wide range of genres. Students will be writing in a variety of forms, with a focus on narrative, argumentative, analytical and research writing. Students will work together in small groups to complete assignments, research, projects and presentations.

<table>
<thead>
<tr>
<th>English 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit:</strong> N/A</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> Completion of grade 6 English</td>
</tr>
<tr>
<td><strong>Core Instructional Materials:</strong></td>
</tr>
<tr>
<td>Literary anthologies, novels, plays and various media.</td>
</tr>
</tbody>
</table>

English 7 introduces students to the major genres (poetry, fiction, non-fiction, and drama) and their principal characteristics. Through complex texts, students will examine the many universal themes in literature while continually working on their writing skills. The course stresses the importance of research skills as students explore various real world topics. Students will be writing in a variety of forms, with a focus on argumentative, analytical, and creative writing. Analytical reading, writing, oral communication and thinking skills - that students need for success in secondary school academic programs - will be practiced and mastered.
<table>
<thead>
<tr>
<th>English 8</th>
<th>English 8 further explores the major genres (poetry, fiction, non-fiction, and drama) and their principal characteristics. Students examine the many universal themes in literature while continually working on their writing skills. The course stresses the importance of robust research skills and understanding different perspectives. Analytical reading, writing, oral communication and thinking skills that students need for success in secondary school academic programs will be practiced and mastered. Students will study and interpret complex texts from contemporary and historical periods, including plays, short stories, novels, poetry and short essays. An important focus will be on narrative, analytical and argumentative writing.</th>
</tr>
</thead>
</table>
| **Credit:** N/A  
**Prerequisite:** Completion of grade 7 English | Core Instructional Materials: Literary anthologies, novels, plays and various media. |

<table>
<thead>
<tr>
<th>English 9</th>
<th>English 9 focuses on the complementary themes of coming of age, challenging truths, society and its structure and the quest for identity. The thematic lens of this course provides students with a platform from which they can develop their skills as critical thinkers, readers, and writers. In their reading and discussion of various complex texts—including short stories, poetry, novels and articles—they will consider both the meaning and form of the works. Throughout the course they will write in a variety of genres including personal narrative, argumentative writing, reflection and literary analysis. The appropriate use of technology and digital media are integral parts of this course.</th>
</tr>
</thead>
</table>
| **Credit:** 1.0  
**Prerequisite:** Completion of grade 8 English | Core Instructional Materials: Literary anthologies, novels, plays and various media. |

<table>
<thead>
<tr>
<th>English 10</th>
<th>English 10 is designed to build on knowledge and skills acquired in earlier grades, but in more sophisticated ways such as mastering the language, structure, and rhetoric of text; completing more complex writing assignments; reading and analyzing a range of literary and informational discourse, both classic and contemporary; delivering more extensive oral presentations; and participating in a variety of conversations and collaborations with peers. Through the study of the theme of heroes instruction emphasizes not only critical analysis of text, but also writers’ historical, philosophical, cultural and ethical perspectives. Throughout the course they will write in a variety of genres including personal narrative, argumentative writing and literary analysis. The appropriate use of technology and digital media are integral parts of this course.</th>
</tr>
</thead>
</table>
| **Credit:** 1.0  
**Prerequisite:** Completion of grade 9 English | Core Instructional Materials: Literary, novels, plays and various media. |
<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Prerequisite</th>
<th>Core Instructional Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Honors English</strong></td>
<td>N/A (Grades 7 &amp; 8)</td>
<td>Above grade level achievement and growth on MAP and CAT4, high grades in past English course(s), and AtlS</td>
<td>Honors is designed for highly motivated students who demonstrate exceptional ability in English and are willing to read and write extensively both in and out of class. The pace and the depth of this course is designed for those students who are ready to engage on a more advanced level.</td>
</tr>
<tr>
<td><strong>English 11</strong></td>
<td>1.0</td>
<td>Completion of English 10</td>
<td>Core Instructional Materials: novels, plays and various media.</td>
</tr>
<tr>
<td><strong>English 12</strong></td>
<td>1.0</td>
<td>Completion of English 11</td>
<td>Core Instructional Materials: Literary anthologies, novels, plays and various media.</td>
</tr>
<tr>
<td>IBDP 1&amp;2 English Language &amp; Literature (SL/HL)</td>
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</tbody>
</table>
| **Credit:** 1.0 (each year) | The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, how we see and understand the world in which we live. A key aim of this course is to encourage students to question the meaning generated by language and texts, which is rarely straightforward and unambiguous. Helping students to focus on the language of the texts they study and to become aware of each text's wider context in shaping its meaning is central to the course.  
The two-year “Language and Literature” course aims to develop skills of textual analysis and the understanding that texts emerge from a specific time and place, which need to be considered in order for the text to be fully understood. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception.  
In view of the international nature of the IB and its commitment to intercultural understanding, the “Language and Literature” course does not limit the study of texts to the products of one culture or of the cultures covered by any one language. The study of literature in translation is especially important to IB Diploma Programme students because it contributes to a global perspective, thereby promoting an insight into the different ways in which cultures influence and shape the human experience. |
GROUP 2: LANGUAGE ACQUISITION -
WORLD LANGUAGES

ARABIC

MS Arabic Native 6

Credit: N/A
Prerequisite: Completion of grade 5 Arabic Native

Core Instructional Materials: Ministry of Education books

You will develop your Arabic language skills through active participation in class, working on assignments, and taking tests. The course covers language arts and literature, and focuses on enhancing your understanding of Arabic language and culture. You will improve your ability to communicate in Arabic, and develop a deeper appreciation for the richness of Arabic literature and culture. You will also learn to read and write Arabic, and develop your listening and speaking skills. The course will also include elements of grammar, vocabulary, and culture. You will be able to use the language effectively in a variety of contexts, and develop a solid foundation for further study of Arabic.
MS Arabic Native 7

Credit: N/A
Prerequisite: Completion of grade 6 Arabic Native

Core Instructional Materials: Ministry of Education books


MS Arabic Native 8

Credit: N/A
Prerequisite: Completion of grade 7 Arabic Native


<table>
<thead>
<tr>
<th>Core Instructional Materials:</th>
<th>Ministry of Education books</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS Arabic Native 9</td>
<td></td>
</tr>
<tr>
<td>Credit: 1.0</td>
<td></td>
</tr>
<tr>
<td>Prerequisite: Completion of</td>
<td></td>
</tr>
<tr>
<td>grade 8 Arabic Native</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Instructional Materials:</td>
<td>Ministry of Education books</td>
</tr>
<tr>
<td>HS Arabic Native 10</td>
<td></td>
</tr>
<tr>
<td>Credit: 1.0</td>
<td></td>
</tr>
<tr>
<td>Prerequisite: Completion of</td>
<td></td>
</tr>
<tr>
<td>grade 9 Arabic Native</td>
<td></td>
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</tbody>
</table>

**Translation:**

**Core Instructional Materials:** Ministry of Education books

**HS Arabic Native 9**

**Credit:** 1.0

**Prerequisite:** Completion of grade 8 Arabic Native

Core Instructional Materials: Ministry of Education books

**HS Arabic Native 10**

**Credit:** 1.0

**Prerequisite:** Completion of grade 9 Arabic Native

Core Instructional Materials: Ministry of Education books

**Translation:**

Core Instructional Materials: Ministry of Education books

**HS Arabic Native 9**

Credit: 1.0

Prerequisite: Completion of grade 8 Arabic Native

Core Instructional Materials: Ministry of Education books

**HS Arabic Native 10**

Credit: 1.0

Prerequisite: Completion of grade 9 Arabic Native

Core Instructional Materials: Ministry of Education books


HS Arabic Native 11

Credit: 1.0  
Prerequisite: Completion of grade 10 Arabic Native

يتوافق من الطلبات خلال العام الدراسي في (المعارف الأدبية) قراءة الأدب القراطي والنصوص الشعرية والتنويرية قراءة سلسة مع تمثيل المعي، وتحليل النصوص الأدبية التي يقرأها كبعض النصوص القصيرة التي تهدف لمساعدة القراء والمتحاجين، وتقنيةالعلاقات الأدبية، والقصص القصيرة في العمل، والتحليل بكارما الأطواق. أجزاء من الشعر العربي من في مدخ الخلافاء والثنا على هم، ولياب أن الشعر الحديث في الشوق والحنين إلى الوطن، مع تأني بعلاقة النظام المعمارية مع كارما الطور، ونوع العلم اللغوي في النهائية، بالإضافة إلى انتزاع بين الجواز الداخلي والخارجي في القصة الوافية، وتفسير بأول الحدث الحنجة، وكذلك شرح الأدب النزفي والهندسة النزية التي تدح على هداية نور اللامحكم، وأيضاً أهبة الأسماء إلى الله، مع تحليل عناصرها الفنية.

Core Instructional Materials: Ministry of Education books

HS Arabic Native 12

Credit: 1.0  
Prerequisite: Completion of grade 11 Arabic Native

يتوافق من الطلبات خلال العام الدراسي في (المعارف الأدبية) قراءة الأدب القراطي والنصوص الشعرية والتنويرية قراءة سلسة مع تمثيل المعي، وتحليل النصوص الأدبية التي يقرأها كبعض النصوص القصيرة التي تهدف لمساعدة القراء والمتحاجين، وتقنيةالعلاقات الأدبية، والقصص القصيرة في العمل، والتحليل بكارما الأطواق. أجزاء من الشعر العربي من في مدخ الخلافاء والثنا على هم، ولياب أن الشعر الحديث في الشوق والحنين إلى الوطن، مع تأني بعلاقة النظام المعمارية مع كارما الطور، ونوع العلم اللغوي في النهائية، بالإضافة إلى انتزاع بين الجواز الداخلي والخارجي في القصة الوافية، وتفسير بأول الحدث الحنجة، وكذلك شرح الأدب النزفي والهندسة النزية التي تدح على هداية نور اللامحكم، وأيضاً أهبة الأسماء إلى الله، مع تحليل عناصرها الفنية.

Core Instructional Materials: Ministry of Education books

HS Arabic IBDP SL

Credit: 1.0  
Prerequisite: Completion of grade 10 Arabic Non- Native

يهدف منهج اللغة العربية في برنامج البكالوريا الدولي إلى تطوير قدرة الطلاب على التواصل باللغة العربية عبر دراسة اللغة والمحارز والنصوص، بالإضافة إلى تطوير العلامة الأدبية عبر دراسة اللغة، الثقافة وапрاد، القضايا الثقافية، والقضايا العالمية.

كما يهدف منهج اللغة العربية في برنامج البكالوريا الدولي إلى تطوير قدرة الطلاب على التواصل باللغة العربية عبر دراسة اللغة والمحارز والنصوص، بالإضافة إلى تطوير العلامة الأدبية عبر دراسة اللغة، الثقافة وaprاد، القضايا الثقافية، والقضايا العالمية.

كما يتوافق من الطلبات خلال العام الدراسي في (المستوى العادي) تطوير المهارات النزية:

Core Instructional Materials: Ministry of Education books
### Core Instructional Materials:
- IBDP language B Guide
- IBDP language B Guide, and a variety of IBDP appropriate Arabic stories and books

### HS Arabic IBDP HL

**Credit:** 1.0  
**Prerequisite:** Completion of grade 10 Arabic Native

The objective of this course is to equip students with the ability to communicate effectively in Arabic. Students will develop skills in listening, speaking, reading, and writing.

### NON NATIVE ARABIC

**MS Arabic Non-Native Foundation A**

**Credit:** N/A  
**Prerequisite:** Students must be new to the Arabic language or finish their first year of learning Arabic

The primary goal of this introductory course is to develop communication skills while enabling students to understand the linguistic, cultural, and social nature of the Arabic language. Through classroom activities, students will develop all four areas of language learning: speaking, listening, writing, and reading. Themes of study will develop vocabulary and grammatical structures that allow students to engage in (interpret, respond, express opinions and ideas, reflect, research) topics of personal interest. Students will begin with the sounds, the alphabet and numbers and work their way through the themes of:
<table>
<thead>
<tr>
<th>Core Instructional Materials:</th>
<th>Core Instructional Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry of Education books (love Arabic part 2 + internet and media)</td>
<td>Ministry of Education books (love Arabic part 3 + internet and media)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MS Arabic Non-Native Foundation B</th>
<th>MS Non-Native Arabic Standard 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit: N/A</td>
<td>Credit: N/A</td>
</tr>
<tr>
<td>Prerequisite: Students must have finished at least two years of Arabic</td>
<td>Prerequisite: completion of Arabic Non-Native Standard 5</td>
</tr>
</tbody>
</table>

Students will continue to develop their competency using all communicative skills. Through classroom activities students will deepen all four areas of language learning: speaking, listening, writing and reading. Themes of study will expand vocabulary and grammatical structures that allow students to engage in deeper interpretation, expression of opinions and ideas, and reflection through research in topics of personal interest. Students will continue from previous learning and work through the themes of:

- Self and others
- Back to school.
- Health and welfare
- The Arab world
- Summer holidays
- World of work
- Health and welfare
- In The Arab world

Students will continue to develop their competency using all communicative skills. Through classroom activities students will deepen all four areas of language learning: speaking, listening, writing and reading. Themes of study will expand vocabulary and grammatical structures that allow students to engage in deeper topics of personal interest through interpretation, responding, expression of opinions and ideas, reflection, and research. Students will continue from previous learning and work through the themes of:

- Myself and others
- Home and school life
- Daily routines
- Food
- The arts
- City and Town life
- Animal Kingdom and ethics
- Jobs
- Transportation
### MS Non-Native Arabic Standard 7

**Credit:** N/A  
**Prerequisite:** completion of Non-Native Arabic Standard 6 (or gr.6 Foundation 3)  

| Core Instructional Materials:  
Ministry of Education books  
(love Arabic part 3 - last two units + internet and media) |
|-----------------------------|

Students will continue to develop their competency using all communicative skills. Through classroom activities students will deepen all four areas of language learning: speaking, listening, writing and reading. Themes of study will expand vocabulary and grammatical structures that allow students to engage in deeper topics of personal interest through interpretation, responding, expression of opinions and ideas, reflection, and research. Students will continue from previous learning and work through the themes of:

- Myself and others  
- Home and school life  
- Daily routines  
- Health and Body  
- Human and the environment  
- The Weather  
- The History of flying  
- Hoppies  
- Traditional Arabic Stories

### MS Non-Native Arabic Standard 8

**Credit:** N/A  
**Prerequisite:** completion of Non-Native Arabic Standard 7 (or gr.7 Foundation 3).  

| Core Instructional Materials:  
Ministry of Education books  
(love Arabic part 4 first two units+internet and media) |
|-----------------------------|

Students will continue to develop their competency using all communicative skills. Through classroom activities students will deepen all four areas of language learning: speaking, listening, writing and reading. Themes of study will expand vocabulary and grammatical structures that allow students to engage in deeper topics of personal interest through interpretation, responding, expression of opinions and ideas, reflection, and research. Students will continue from previous learning and work through the themes of:

- Myself and others  
- Home and school life  
- Everyday activity  
- My future job  
- Social relationships  
- Traditional Arabic Stories  
- Cultural History  
- Healthy Habits

### HS Arabic Non-Native Foundation A

**Credit:** 1.0  
**Prerequisite:** Students must be new to the Arabic language or  

The primary goal of this introductory course is to develop communication skills while enabling students to understand the linguistic, cultural and social nature of the Arabic language. Through classroom activities students will develop all four areas
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HS Arabic Non-Native Foundation B</strong></td>
<td>Students will continue to develop their competency using all communicative skills. Through classroom activities students will deepen all four areas of language learning: speaking, listening, writing and reading. Themes of study will expand vocabulary and grammatical structures that allow students to engage in deeper interpretation, expression of opinions and ideas, and reflection through research in topics of personal interest. Students will continue from previous learning and work through the themes of:</td>
</tr>
<tr>
<td>Credit: 1.0</td>
<td></td>
</tr>
<tr>
<td>Prerequisite: Students must have finished at least two years of Arabic and be in grade 9, 10, or 11.</td>
<td></td>
</tr>
<tr>
<td>Core Instructional Materials:</td>
<td></td>
</tr>
<tr>
<td>Ministry of Education books (I love Arabic + internet and media)</td>
<td></td>
</tr>
</tbody>
</table>

<p>| <strong>HS Non-Native Arabic Standard 9</strong>         | Students will continue to develop their competency using all communicative skills. Through classroom activities students will deepen all four areas of language learning: speaking, listening, writing and reading. Themes of study will expand vocabulary and grammatical structures that allow students to engage in deeper topics of personal interest through interpretation, responding, expression of opinions and ideas, reflection, and research. Students will continue from previous learning and they will study some Arabic stories through learning, writing skills, sentence structure, comprehension and syntax through the themes of: |
| Credit: 1.0                                 |                                                                                                                                                                                                             |
| Prerequisite: completion of Non-Native Arabic Standard 8 (or gr.8 Foundation 3).                                                                 |                                                                                                                                                                                                             |
| Core Instructional Materials:               |                                                                                                                                                                                                             |
| Ministry of Education books (I love Arabic part 4 - last two units + Internet and media)                                                        |                                                                                                                                                                                                             |</p>
<table>
<thead>
<tr>
<th>Non-Native Arabic Standard 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit:</strong> 1.0</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> completion of</td>
</tr>
<tr>
<td>Arabic non-native standard 9</td>
</tr>
<tr>
<td>(or gr.9 Foundation 3).</td>
</tr>
<tr>
<td>Core Instructional Materials:</td>
</tr>
<tr>
<td>the Ministry of Education books</td>
</tr>
<tr>
<td>(I love Arabic part 5 - first two</td>
</tr>
<tr>
<td>units + Internet and media)</td>
</tr>
<tr>
<td>Students will continue to develop their competency using all</td>
</tr>
<tr>
<td>communicative skills. Through classroom activities students will</td>
</tr>
<tr>
<td>deepen all four areas of language learning: speaking, listening,</td>
</tr>
<tr>
<td>writing and reading. Themes of study will expand vocabulary and</td>
</tr>
<tr>
<td>grammatical structures that allow students to engage in deeper</td>
</tr>
<tr>
<td>topics of personal interest through interpretation, responding,</td>
</tr>
<tr>
<td>expression of opinions and ideas, reflection, and research.</td>
</tr>
<tr>
<td>Students will continue from previous learning and will study some</td>
</tr>
<tr>
<td>Arabic stories through learning, writing skills, sentence</td>
</tr>
<tr>
<td>structure, comprehension and syntax through the themes of:</td>
</tr>
<tr>
<td>● Daily life and Social relationships</td>
</tr>
<tr>
<td>● School life</td>
</tr>
<tr>
<td>● Scientific facts</td>
</tr>
<tr>
<td>● Heritage Arabic stories</td>
</tr>
<tr>
<td>● Hobbies</td>
</tr>
<tr>
<td>● Historical figures</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HS Non-Native Arabic Standard 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit:</strong> 1.0</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> completion of</td>
</tr>
<tr>
<td>Non-Native Arabic Standard 10</td>
</tr>
<tr>
<td>(or gr.10 Foundation 3).</td>
</tr>
<tr>
<td>Core Instructional Materials:</td>
</tr>
<tr>
<td>the Ministry of Education books</td>
</tr>
<tr>
<td>(I love Arabic part 5 - last two</td>
</tr>
<tr>
<td>units + media and Internet)</td>
</tr>
<tr>
<td>Students will continue to develop their competency using all</td>
</tr>
<tr>
<td>communicative skills. Through classroom activities students will</td>
</tr>
<tr>
<td>deepen all four areas of language learning: speaking, listening,</td>
</tr>
<tr>
<td>writing and reading. Themes of study will expand vocabulary and</td>
</tr>
<tr>
<td>grammatical structures that allow students to engage in deeper</td>
</tr>
<tr>
<td>topics of personal interest through interpretation, responding,</td>
</tr>
<tr>
<td>expression of opinions and ideas, reflection, and research.</td>
</tr>
<tr>
<td>Students will continue from previous learning and work through</td>
</tr>
<tr>
<td>the themes of:</td>
</tr>
<tr>
<td>● School and daily life</td>
</tr>
<tr>
<td>● Communications</td>
</tr>
<tr>
<td>● Technology</td>
</tr>
<tr>
<td>● Historical figures</td>
</tr>
<tr>
<td>● Transportation</td>
</tr>
<tr>
<td>● Arabic proverbs</td>
</tr>
<tr>
<td>● Heritage Arabic stories</td>
</tr>
<tr>
<td>● Family relationships</td>
</tr>
<tr>
<td>● Scientific facts</td>
</tr>
</tbody>
</table>
### HS Non-Native Arabic Standard 12

**Credit:** 1.0  
**Prerequisite:** completion of Non-Native Arabic Standard 11 (or gr.11 Foundation 3)

**Core Instructional Materials:**  
the Ministry of Education books  
(I love Arabic - part 6 of two parts: student’s book and exercise)

Students will continue to develop their competency using all communicative skills. Through classroom activities students will deepen all four areas of language learning: speaking, listening, writing and reading. Themes of study will expand vocabulary and grammatical structures that allow students to engage in deeper topics of personal interest through interpretation, responding, expression of opinions and ideas, reflection, and research. Students will continue from previous learning and work through the themes of:  
- School and daily life  
- Life cycle  
- Space flight  
- Alternative Energy  
- Heritage Arabic stories  
- Historical figures

### IBDP Arabic Ab Initio (SL)

**Credit:** 1.0 (each year)  
**Prerequisite:** The Language Ab Initio course is designed for students with little experience of the Arabic language.

**Core Instructional Materials:**  
IBDP language B Guide, and a variety of IBDP appropriate Arabic stories and books

The two-year Language Ab Initio course is organized into five themes:  
- Identities  
- Experiences  
- Human ingenuity  
- Social organization  
- Sharing the planet

Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations. Each Language Ab Initio course has a language syllabus that is used in conjunction with the guide.

### IBDP Arabic (SL/HL)

**Credit:** 1.0 (each year)  
**Prerequisite:** Students must have finished at least three years of Arabic

In this two-year course, students will continue to develop their competency using all communicative skills. Through classroom activities students will deepen all four areas of language learning: speaking, listening, writing and reading. Themes of study will expand vocabulary and grammatical structures that allow students to engage in deeper (interpret, respond, express opinions and ideas, reflect, research) topics of
| Core Instructional Materials: IBDP language B Guide, and a variety of IBDP appropriate Arabic stories and books | personal interest. Students will continue from previous learning and work through the themes of:  
* Identities  
* Experiences  
* Human ingenuity  
* Social organization  
* Sharing the planet  
* Two works of Arabic literature |

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## FRENCH

Students are encouraged to choose one world language (French or Spanish) in G6 and continue with that language throughout their secondary education (G6-10) in order to reach their best potential when they enter the IB Diploma program in G11-12. Students new to GAA will be placed in the class of the world language they have studied in their previous school.

Secondary aims of the World Languages program (including French, Spanish, and Non-Native Arabic) are to develop global awareness, international understanding and an appreciation of cultural diversity. Summative evaluations in these courses are framed around these secondary aims yet criteria based to include the primary aims of speaking, listening, writing and reading.

### MS French 1

<table>
<thead>
<tr>
<th>Credit: N/A</th>
<th>Prerequisite: None.</th>
</tr>
</thead>
</table>

The primary goal of this course is to develop communication skills while enabling students to understand the linguistic, cultural and social nature of the target language. Through classroom activities students will develop all four areas of language learning: speaking, listening, writing and reading. Themes of study will develop vocabulary and grammatical structures that allow students to engage in (interpret, respond, express opinions and ideas, reflect, research) topics of personal interest. Students will begin with the sounds, the alphabet and numbers and work their way through the themes of:

- School
- Daily life
- Family
- The weather and Sports and leisure activities
- Physical descriptions
- Clothing

### Core Instructional Materials:
- Tricolore Total 1, and other resources

### MS French 1/2

<table>
<thead>
<tr>
<th>Credit: N/A</th>
<th>Prerequisite: One year of French completed.</th>
</tr>
</thead>
</table>

In this second year of French, students will continue to develop their competency using all communicative skills. Through classroom activities students will deepen all four areas of language learning: speaking, listening, writing and reading. Themes of study will deepen vocabulary and grammatical structures that allow students to engage in (interpret, respond, express opinions and ideas, reflect, research) topics of personal interest. Students will continue from previous learning and work through the themes of:

- Shopping around town
- School and daily routine
- Order food in cafes and restaurants

### Core Instructional Materials:
- Tricolore Total 2, and other resources
<table>
<thead>
<tr>
<th><strong>MS French 2</strong></th>
<th></th>
</tr>
</thead>
</table>
| **Credit:** N/A  
**Prerequisite:** 2 years of French completed, or successful completion of Phase 1/2, or Phase 1 with a minimum B- and in grade 8.  
Core Instructional Materials: Tricolore Total 3, and other resources | In this third year of French, students will continue to develop their competency using all communicative skills. Through classroom activities students will deepen all four areas of language learning: speaking, listening, writing and reading. Themes of study will expand vocabulary and grammatical structures that allow students to engage in deeper (interpret, respond, express opinions and ideas, reflect, research) topics of personal interest. Secondary aims of the program are to develop global awareness, international understanding and an appreciation of cultural diversity. Students will continue from previous learning and work through the themes of:  
- Teenagers around the French speaking world  
- Before and after: changes in my life.  
- Around our world  
- Environment  
- How to stay healthy |

<table>
<thead>
<tr>
<th><strong>HS French 1/2</strong></th>
<th></th>
</tr>
</thead>
</table>
| **Credit:** 1.0  
**Prerequisite:** None  
Core Instructional Materials: Panorama Francophone 1 (Part 1), and other resources | The primary goal of this course is to develop communication skills while enabling students to understand the linguistic, cultural and social nature of the target language. Through classroom activities students will develop all four areas of language learning: speaking, listening, writing and reading. Themes of study will develop vocabulary and grammatical structures that allow students to engage in (interpret, respond, express opinions and ideas, reflect, research) topics of personal interest. Students will begin with an introduction topic on Francophone countries and work their way through the themes of:  
- Daily life (greetings/ days of the week and months /my home/my family/my pets).  
- Portraits (Physical appearance and personalities)  
- Food  
- Around town  
- My daily environment  
- Work and Leisure |
### HS French 2/3

**Credit:** 1.0  
**Prerequisite:** successfully completed MS 2 or HS ½, or coming from MS ½ with at least C-

The primary goal of this course is to develop effective communication skills while enabling students to deepen their understanding of the linguistic, cultural and social nature of the French language. Through classroom activities (individual, pair and group) students will practice and develop all four areas of language learning: speaking, listening, writing and reading. Themes of study will expand vocabulary and grammatical structures that allow students to engage in (interpret, respond, express opinions and ideas, reflect, research) topics of personal interest. Students will explore the themes of:

- Teenagers around the French speaking world  
- Town and the countryside and evolution of transportation.  
- Staying with a francophone family in their country.  
- Living a healthy life (physically and mentally)  
- Francophone art and culture

**Core Instructional Materials:**  
Tricolore Total 4 (part 1), and other resources

### HS French 3/4

**Credit:** 1.0  
**Prerequisite:** successfully completed HS 2/3

The primary goal of this course is to continue to develop effective communication skills while enabling students to deepen their understanding of the linguistic, cultural and social nature of the French language. Through classroom activities (individual, pair and group) students will practice and develop all four areas of language learning: speaking, listening, writing and reading. Themes of study will expand vocabulary and grammatical structures that allow students to engage in (interpret, respond, express opinions and ideas, reflect, research) topics of personal interest. Students will explore the themes of:

- French around the world  
- Media and technology  
- Food and culture  
- Health and emergencies  
- My planet  
- Jobs and careers

**Core Instructional Materials:**  
Mainly tricolore Total 4 (part 2)

### IBDP 1 French Ab Initio (SL) - graduating 2020

**Credit:** 1.0 (each year)

The two-year Language Ab Initio course is designed for students who have no or little prior exposure to the language. The course is organized into 5 themes:

- Identities  
- Experiences  
- Human ingenuity  
- Social organisation  
- Sharing the planet
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Instructional Materials:</strong> Panorama Francophone 1&amp;2</td>
<td>Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations. Each language ab initio course has a language-specific syllabus that is used in conjunction with the guide. Language Ab Initio is available at SL only. Placement: All final decisions on the appropriateness of the course for which students are entered, are taken by the IBDP Coordinator in conjunction with teachers, using their experience and professional judgment to guide them. The most important consideration is that the language ab initio course is a challenging educational experience for the student.</td>
</tr>
</tbody>
</table>
| **IBDP 1 French (SL/HL) - graduating 2020** | French B is an additional two-year language-learning course designed for students with some previous learning of that language. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills. These language skills will be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and will be related to the culture(s) concerned. The material will be chosen to enable students to develop mastery of language skills and intercultural understanding. This course is organized into 5 themes:  
  - Identities  
  - Experiences  
  - Human ingenuity  
  - Social organisation  
  - Sharing the planet  
  HL students will also be studying two novels. Placement: All final decisions on the appropriateness of the course for which students are entered, are taken by the IBDP Coordinator in conjunction with teachers, using their experience and professional judgment to guide them. |
| **Core instructional materials:** IB Skills and Practice (Oxford) and a range of other materials published for the IB course. |                                                                                                                                                                                                                                                                                                                                 |
| **IBDP 2 French Ab Initio (SL) - graduating 2019** | The two-year Language Ab Initio course is designed for students who have no or little prior exposure to the language. The course is organized into three themes:  
  - Individual and society  
  - Leisure and work  
  - Urban and rural environment |
### Core Instructional Materials:
Panorama Francophone 1&2

Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations. Each language ab initio course has a language-specific syllabus that is used in conjunction with the guide. Language Ab Initio is available at SL only.

**Placement:** All final decisions on the appropriateness of the course for which students are entered, are taken by the IBDP Coordinator in conjunction with teachers, using their experience and professional judgment to guide them. The most important consideration is that the language ab initio course is a challenging educational experience for the student.

### IBDP 2 French (SL/HL) - graduating 2019

**Credit:** 1.0 (each year)

French is an additional two-year language-learning course designed for students with some previous learning of that language. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills. These language skills will be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and will be related to the culture(s) concerned. The material will be chosen to enable students to develop mastery of language skills and intercultural understanding.

This course is organized into three core topics:
- Communication and Media
- Global issues
- Social Relationship

And two out of the five option topics below:
- Customs and traditions
- Cultural diversity
- Leisure
- Health
- Science and technology

HL students will also be studying two novels.

---

Core instructional materials: IB Skills and Practice (Oxford) and a range of other materials published for the IB course.
**SPANISH**

Students are encouraged to choose one world language (French or Spanish) in G6 and continue with that language throughout their secondary education (G6-10) in order to reach their best potential when they enter the IB Diploma program in G11-12. Students new to GAA will be placed in the class of the world language they have studied in their previous school.

Secondary aims of the World Languages program (including French, Spanish, and Non-Native Arabic) are to develop global awareness, international understanding and an appreciation of cultural diversity. Summative evaluations in these courses are framed around these secondary aims yet criteria based to include the primary aims of speaking, listening, writing and reading.

### MS Spanish 1

<table>
<thead>
<tr>
<th>Credit:</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>None</td>
</tr>
</tbody>
</table>

**Core Instructional Materials:**
- Spanish language acquisition, phase 1&2

The primary goal of this course is to develop communication skills while enabling students to understand the linguistic, cultural and social nature of the target language. Through classroom activities students will develop all four areas of language learning: speaking, listening, writing and reading. Themes of study will develop vocabulary and grammatical structures that allow students to engage in (interpret, respond, express opinions and ideas, reflect, research) topics of personal interest. Students will begin with the sounds, the alphabet and numbers and work their way through the themes of:
  - How do we learn?
  - Who am I?
  - My daily routines
  - Home sweet home

### MS Spanish 1/2

<table>
<thead>
<tr>
<th>Credit:</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>One year of Spanish completed</td>
</tr>
</tbody>
</table>

**Core Instructional Materials:**
- Spanish language acquisition, phase 1&2

In this second year of Spanish, students will continue to develop their competency using all communicative skills. Through classroom activities students will deepen all four areas of language learning: speaking, listening, writing and reading. Themes of study will deepen vocabulary and grammatical structures that allow students to engage in (interpret, respond, express opinions and ideas, reflect, research) topics of personal interest. Students will continue from previous learning and work through the themes of:
  - My freetime
  - Traditions and celebrations
  - Healthy life
  - The languages of my life
### MS Spanish 2

**Credit:** N/A  
**Prerequisite:** 2 years of Spanish completed, or minimum B- in MS 1 and in grade 8.

In this third year of Spanish, students will continue to develop their competency using all communicative skills. Through classroom activities students will deepen all four areas of language learning: speaking, listening, writing and reading. Themes of study will expand vocabulary and grammatical structures that allow students to engage in deeper (interpret, respond, express opinions and ideas, reflect, research) topics of personal interest. Students will continue from previous learning and work through the themes of:

- My neighborhood and community  
- “Www” a tool to learn  
- We go on a trip  
- The geographical and cultural diversity of the Spanish speaking world

#### Core Instructional Materials:  
Spanish language acquisition, phase 1&2

### HS Spanish 1/2

**Credit:** 1.0  
**Prerequisite:** None.

The primary goal of this course is to develop communication skills while enabling students to understand the linguistic, cultural and social nature of the target language. Through classroom activities students will develop all four areas of language learning: speaking, listening, writing and reading. Themes of study will develop vocabulary and grammatical structures that allow students to engage in (interpret, respond, express opinions and ideas, reflect, research) topics of personal interest. Students will begin with an introduction topic on Spanish speaking countries and work their way through the themes of:

- Basic information and greetings  
- Portraits (Physical appearance and personalities)  
- Daily routine  
- Food and drinks  
- Around town  
- Holiday plans  
- At school

#### Core Instructional Materials:  
Panorama Hispanohablante 1 (Part 1)

### HS Spanish 2/3

**Credit:** 1.0  
**Prerequisite:** successfully completed MS 2 or HS ½, or coming from MS ½ with at least C-

The primary goal of this course is to develop effective communication skills while enabling students to deepen their understanding of the linguistic, cultural and social nature of the Spanish language. Through classroom activities (individual, pair and group) students will practice and develop all four areas of language learning: speaking, listening, writing and reading.
| Core Instructional Materials: MYP Spanish Language acquisition, phases 3&4 | Themes of study will expand vocabulary and grammatical structures that allow students to engage in (interpret, respond, express opinions and ideas, reflect, research) topics of personal interest. Students will explore the themes of:

- We are what we do
- That makes a change!
- School is my life
- My house is your house |

**HS Spanish 3/4**

| Credit: 1.0 | The primary goal of this course is to continue to develop effective communication skills while enabling students to deepen their understanding of the linguistic, cultural and social nature of the Spanish language. Through classroom activities (individual, pair and group) students will practice and develop all four areas of language learning: speaking, listening, writing and reading. Themes of study will expand vocabulary and grammatical structures that allow students to engage in (interpret, respond, express opinions and ideas, reflect, research) topics of personal interest. Students will explore the themes of:

- Let’s save our world!
- Believes and values
- Social network
- Trips
- Media |

| Core Instructional Materials: MYP Spanish Language acquisition, phases 3&4 | **IBDP 1 Spanish Ab Initio (SL) - graduating 2020**

| Credit: 1.0 (each year) | The two-year Language Ab Initio course is designed for students who have no or little prior exposure to the language. The course is organized into 5 themes.

- Identities
- Experiences
- Human ingenuity
- Social organisation
- Sharing the planet

Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations. Each language ab initio course has a language-specific syllabus that is used in conjunction with the guide. Language Ab Initio is available at SL only.

**Placement:** All final decisions on the appropriateness of the course for which students are entered, are taken by the IBDP |
Coordinator in conjunction with teachers, using their experience and professional judgment to guide them. The most important consideration is that the language ab initio course is a challenging educational experience for the student.

<table>
<thead>
<tr>
<th>IBDP 1 Spanish (SL/HL) - graduating 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit:</strong> 1.0 (each year)</td>
</tr>
<tr>
<td>Spanish is an additional two-year language-learning course designed for students with some previous learning of that language. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills. These language skills will be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and will be related to the culture(s) concerned. The material will be chosen to enable students to develop mastery of language skills and intercultural understanding.</td>
</tr>
<tr>
<td><strong>Core instructional materials:</strong> IB Skills and Practice (Oxford) and a range of other materials published for the IB course.</td>
</tr>
<tr>
<td>This course is organized into 5 themes:</td>
</tr>
<tr>
<td>• Identities</td>
</tr>
<tr>
<td>• Experiences</td>
</tr>
<tr>
<td>• Human ingenuity</td>
</tr>
<tr>
<td>• Social organisation</td>
</tr>
<tr>
<td>• Sharing the planet</td>
</tr>
<tr>
<td>HL students will also be studying two novels.</td>
</tr>
<tr>
<td><strong>Placement:</strong> All final decisions on the appropriateness of the course for which students are entered, are taken by the IBDP Coordinator in conjunction with teachers, using their experience and professional judgment to guide them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IBDP 2 Spanish Ab Initio (SL) - graduating 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit:</strong> 1.0 (each year)</td>
</tr>
<tr>
<td>The two-year Language Ab Initio course is designed for students who have no or little prior exposure to the language. The course is organized into three themes.</td>
</tr>
<tr>
<td>• Individual and society</td>
</tr>
<tr>
<td>• Leisure and work</td>
</tr>
<tr>
<td>• Urban and rural environment</td>
</tr>
<tr>
<td>Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations. Each language ab initio course has a language-specific syllabus that is used in conjunction with the guide. Language Ab Initio is available at SL only.</td>
</tr>
<tr>
<td><strong>Placement:</strong> All final decisions on the appropriateness of the course for which students are entered, are taken by the IBDP</td>
</tr>
<tr>
<td>Core Instructional Materials:</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>Diverso basico - curso de espanol</td>
</tr>
</tbody>
</table>

**IBDP 2 Spanish (SL/HL) - graduating 2020**

**Credit:** 1.0 (each year)

Spanish is an additional two-year language-learning course designed for students with some previous learning of that language. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills. These language skills will be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and will be related to the culture(s) concerned. The material will be chosen to enable students to develop mastery of language skills and intercultural understanding.

This course is organized into three core topics:
- Communication and Media
- Global issues
- Social Relationship

And two out of the five option topics below:
- Customs and traditions
- Cultural diversity
- Leisure
- Health
- Science and technology

HL students will also be studying two novels.

**Placement:** All final decisions on the appropriateness of the course for which students are entered, are taken by the IBDP Coordinator in conjunction with teachers, using their experience and professional judgment to guide them.
GROUP 3: SOCIAL STUDIES

HUMANITIES

Social Studies at GAA is a mandatory subject from grade 6 through 12. In grade 6 through 10, students are placed in specific courses with grade level peers. In grades 11 and 12, a variety of college preparatory courses are taught at the IBDP and high school diploma level. In this subject group, students collect, describe, and analyze data used in the studies of societies, test hypotheses, and learn how to interpret complex information, including original source material. Social Studies is relevant, engaging, and focuses on real-world examples; research and analysis is an essential aspect of this subject group. Assessment tools vary by grade level and subject, but inquiry is at the forefront of the subject group involving a variety of performance based assessment, while complementing traditional tests, quizzes, essays, and reports. Students are assessed through both formative and summative assessments, and teachers apply a shared department criterion/rubric for all summative assessments based on the projectAERO/ Common Core+ standards.

### Ancient Civilizations to 500 CE/ UAE Social Studies 6

**Credit:** N/A  
**Prerequisite:** none  
**Core Instructional Materials:**  
Textbook - World History (Holt McDougal). Other instruction materials include the History Channel, e-resources, documentaries, videos, and primary documents.

This course examines the development of human societies from prehistory to the fall of the Roman Empire. Students will explore the historic, economic, and cultural contributions of ancient and classical civilizations, both Western and non-Western. Basic historical concepts such as conflict, change, and diversity will be investigated. Emphasis is also placed on building skills such as evaluating sources of information, recognizing cause and effect relationships, and developing a sense of time and chronology.

### World History from 500 CE to 1800 CE/ UAE Social Studies 7

**Credit:** N/A  
**Prerequisite:** none  
**Core Instructional Materials:**  
Textbook - World History (Holt-McDougal).

This course begins with European medieval history following the fall of the Roman Empire. Students will examine the feudal system and events in history, which will lead to its decline. Students then proceed to the era of the Renaissance and Reformation, which leads to European exploration and colonization. Students will explore the positive and negative consequences of the Columbian Exchange, mainly focusing on the effects of the native people of the Americas. The course concludes with the effects of slavery.
and the Triangular Trade network and well as the onset of the Industrial Revolution.

**World Geography / UAE Social Studies 8**

<table>
<thead>
<tr>
<th>Credit: N/A</th>
<th>Prerequisite: none</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Instructional Materials: Textbook – Geography (Holt McDougal)</td>
<td></td>
</tr>
</tbody>
</table>

In this course students will gain an understanding that geography is an integrative subject that brings a variety of perspectives, both social and physical, to the study of people, places, and environments around the world. Knowing where physical, social or political events or processes occur helps students gain a spatial perspective on them. Understanding the processes that shape the earth and knowing how life forms interact with the environment allow them to view events from an ecological perspective. Historical and economic perspectives help students understand the relationship between people and their environments, as well as interactions that occur among groups of people. Studying geography, students receive practical guidance for decision-making and problem solving in geographic planning, economic development, and environmental and resource management. As the world’s economies become increasingly interdependent, as pressures on the world’s resources mount, and as concerns about issues such as global warming, urbanization, and population growth escalate, people need to become geographically literate and able to make informed judgments about environmental and social issues.

**Modern World History 1800<sub>CE</sub> - Present / UAE Social Studies 9**

<table>
<thead>
<tr>
<th>Credit: 1.0</th>
<th>Prerequisite: none</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Instructional Materials: Textbook – World History: The Modern Era (Prentice Hall)</td>
<td></td>
</tr>
</tbody>
</table>

This course begins with an examination of the political, social, and economic challenges facing regions and nations at the turn of the Twentieth Century. Students will examine the effects of the industrial revolution on nationalism and imperialism around the globe. The course will also cover the events leading to WWI, followed by the outcome of the war, the "social changes" in the 1920s and ‘30s, and the global impact of the Great Depression. These events will lead to the “rise of totalitarianism” eventually resulting in WWII. Students learn the fundamental concepts in civics, economics, and geography in the context of a chronological study of modern world history.

**History Studies: U.S. History (10)**

<table>
<thead>
<tr>
<th>Credit: 1.0</th>
<th>Prerequisite: none</th>
</tr>
</thead>
</table>

This course examines the political, economic, geographic, and social development of the United States of America from the Age of Discovery to the present. Emphasis is placed on identifying the
### Core Instructional Materials:
Textbook - The Americans (Holt-McDougal). Other instructional material includes news websites, library tools, and online resources.

Effects of the following: economic and technological change, increasing interdependence of the United States and its world relationships, the role of conflicting viewpoints and reform, the relationship between cultural arts and attitudes and values, and the development of American democracy and culture. Students will work on developing a sense of historical time and chronology, expository writing skills, and research techniques. Primary sources of information are used to advance critical thinking and to provide personal and vivid accounts of people, events, and time periods.

### Introduction to Economics (11)

**Credit:** 1.0  
**Prerequisite:** none

The Introduction to Economics course will provide students with an understanding of major economic concepts and systems, the principles of economic decision making, and increasing interdependence of economies and economic systems throughout the world.

### Introduction to Psychology (12)

**Credit:** 1.0  
**Prerequisite:** none

Psychology students will scientifically examine human behaviors and mental processes from social, cognitive, and biological points of view. These aspects of psychology will be applied to the studies of abnormal psychology. Throughout the duration of the course, students will also build skills related to scientific questioning and critical thinking.

### IBDP Economics (SL)

**Credit:** 1.0

Economics is a dynamic social science, forming part of group 3—individuals and societies. The focus of economics is scarcity, resource allocation and the methods and processes by which choices are made to satisfy human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements. This one-year IB Diploma Programme Economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability. The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course.
as students are required to consider and reflect on human outcomes and values. This course encourages students to develop international perspectives, fosters a concern for global issues, and raises students’ awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

<table>
<thead>
<tr>
<th>IBDP 1&amp;2 Psychology (SL/HL)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit:</strong> 1.0 (each year)</td>
</tr>
<tr>
<td>The two-year IB Diploma Programme Psychology course is the systematic study of behaviour and mental processes. Since the psychology course examines the interaction of biological, cognitive and sociocultural influences on human behaviour, it is well placed in group 3, individuals and societies. Students undertaking the course can expect to develop an understanding of how psychological knowledge is generated, developed and applied. This will allow them to have a greater understanding of themselves and appreciate the diversity of human behaviour. The holistic approach reflected in the curriculum, which sees biological, cognitive and sociocultural analysis being taught in an integrated way ensures that students are able to develop an understanding of what all humans share, as well as the immense diversity of influences on human behaviour and mental processes. The ethical concerns raised by the methodology and application of psychological research are also key considerations of the IB psychology course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IBDP 1 &amp; 2 Business &amp; Management (SL/HL)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit:</strong> 1.0 (each year)</td>
</tr>
<tr>
<td>Business and management is a rigorous and dynamic discipline that examines business decision-making processes and how these decisions impact on and are affected by internal and external environments. It is the study of both the way in which individuals and groups interact in an organization and of the transformation of resources. It is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The application of tools and techniques of analysis facilitates an appreciation of complex business activities. The course considers the diverse range of business organizations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision-making and the day-to-day business</td>
</tr>
</tbody>
</table>
functions of marketing, production, human resource management and finance. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity.

The business and management course aims to help students understand the implications of business activity in a global market. It is designed to give students an international perspective of business and to promote their appreciation of cultural diversity through the study of topics like international marketing, human resource management, growth, and business strategy.

Core Instructional Materials: Business and Management for the IB Diploma (Oxford Press).

UAE SOCIAL STUDIES

UAE Social Studies Arabic 6

Credit: NA
Prerequisite: completion of UAE SS Grade 5

Core Instructional Materials:
UAE SS Ministry of Education Book

UAE Social Studies Arabic 7
سيُعرف الطُّلَّاب على الموضوع الجغرافي لشبه الجزيرة العربية والخصائص السكانية في لها.

بحثية تحليلية لدراسات المكتبية من دراسة المقارنة التاريخية. سيُعرف الطِّلَّاب على المعادلات الاجتماعية لشبه الجزيرة العربية. سوف يشرح تأثير التكنولوجيا ومجالات واستخداماً مطبقًا مشاريع تكنولوجية جديدة معترف بها بجهود الإمارات في مجال الفضاء والتي تساهم في مهارات الطلاب و절د مشاريعها العلمية والمجالية في دولة الإمارات. سوف يحل محل المواضيع المتصلة ونذكرها مطولاً وجدت مواقفهم وآليات بقائها في مسيرات النجاح العلمي.

أصبحت دورات الحياة في بداية دولة الإمارات العربية المتحدة، وتستغل روابط اليد بين دولة الإمارات العربية المتحدة من أجل تحقيق إنجازات الوطن وتعرف أهمية العمل التطوعي والخدمة الوطنية. كما يُعرف على المنصات الوطنية في دولة الإمارات وعمومها. سيُعرف الطلاب على دور مجلس التعاون الخليجي والعادات التراثية التي ترتبط بها دول الإمارات العربية المتحدة. كما سيُناقش دور البلدان.

المؤسس الشهير سلطان آل نهيان - رحمه الله - في تحقيق التضامن العربي مستشعرًا إسبانيته وعطفه في يداه. بين دور قادة البلاد في دعم الائتلاف والاهتمامات الاجتماعية، وبحث حول الصالحات ووظائف الهبات الحكومية الدولية. يتغاضى الطلاب حول موضوع تاريخ ما من مصادر أولية وثابتة مختلفة. ويُرتكز على وسائل الأيديولوجية. يستعمل الطلاب من المصادر الأولى أو ثانوية ويستعمله بدلًا نصيًا لدعم تحليلاً للمؤسسات الأولية ثانوية. يعد ملخصًا للمعلومات التي جمعها بشكل دقٍٍٍ. يجري بحث حول مواضيع تتعلق بالدراسات الاجتماعية من خلال مجموع المعلومات من مصادر متعددة طبقية ورقية (مثال: نصوص، مواد بنائية، جداول، رسومات بنائية، خرائط وغيرها).

سيُشارك الطلاب ضمن مجموعات في تقديم المصادر عن طريق التمثيل بين الحائض والإجابة، والاسئلة، والآراء، والآراء، والردودات، والردودات، و.cum.

الإيضاح لدعم نتائج حول مواضيع تتعلق بالدراسات الاجتماعية. يميز بين الحقيقة والرأي والحكم المنطقي في نفس ما يكتسب أطرافاً مستهدفة مصادر متعددة للتوصل إلى استنتاجات لدعم هذه المبادرة، ويبرع بتنافس مستشفى هذا المصادر، والأوانى بوجه مهارات التفكير الأخلاقي في تحليل النصوص وقضايا المعاشرة وتقديم حلول إيجابية وابتكارية.

UAE Social Studies Arabic 8

Credit: NA
Prerequisite: completion of UAE SS Grade 6
Core Instructional Materials: UAE SS Ministry of Education Book

سيُعرف الطّلّاب على فلسطين الجزء الإسلامي الثلاث والأدنى على عروبتها والحلول التي جدها ساحب السموم الشهير خليفة بن زيد مخاطب الله، تحل فلسطين الجزء. سيُدرك إلى مفهوم الأمن الوطني ومجالات الفضاء والطرق على أبرز مجالات التنمية البشرية. سيأخذ دولة الإمارات العربية المتحدة في هذا المجال، وندد القائمة للهيئة في تزويز سكان العالم ومناطق الاستثمار الشعبي. سيُشارك الطلاب نسب الأمورين ونقاط الحداثة العالم، نسب الأمورين ونقاط الحداثة العالم، ودبلومات وخط الزمن لدعم الاستنتاجات في القضايا التي تتعلق بفلسطين العربية والدولة عنصرية. يُرجع المتطلبات التي تشاكل المسلمين في بلاد ما وراء النهر وفاجد السند. ويجري الطّلّاب حوارًا عن التعبير عن الإسلام السياسي.

الحلول على أسس moda وصلوات ومعاهد قيام الدولة، مترابطًا إلى النهضة الأوروبية والعبارات ارتفاع وصوتيات عودة الوطنية ووجود الدولة في مavoritesها، ومشاركتها مهملًا وهميًا القوة الجديدة بدولة الإمارات العربية المتحدة. يبني الطّلّاب على مظهار الاهتمام بقطاع الشباب ودوره في مسيرة التنمية والبناء، يقارن بين التقل
سيتعرف الطلاب تاريخ الدولة العثمانية والاستعمار الأوروبي في الوطن العربي وناجم عن التقدم العربي وعلاقته بالإمارات العربية المتحدة. بفعل الهيكل الحضاري بين دولة الإمارات العربية المتحدة ودول العالم، مازلاً على أهمية موقع الخليفة العربي وعريناً، يمثلون جهود الحكومة في صناعة وحماية التراث الثقافي. يتعرف الطلاب على العلاقات الإماراتية عبر التاريخ وحوار الحضارة مع دول شرق آسيا والهندي. يلتقي الضوء على موقع الوطن العربي وضريمه المشكلة والآفاق المستقبلية والتانابية السائدة فيه. ينافذ القضايا العربية المعاصرة مثلاً وفي وسائل إعلامية تؤكد مشاركات العرب الحديثة والإنجاز على ما حققه دولة الإمارات العربية من حلول إدارية وירועية في القضايا المعاصرة. ويتوافق مصدر المصدر المختصب لحل المشكلات الجغرافية بطريقية إدارية. استدلال الحقائق من الأشكال البالغة المختلفة. يشترط تزويج الموارد الاقتصادية ون涨价ة الطريق الذي يعتمد على بنود الدستور وآمنه والانجازات وتوزيع دور الإمارات العربية المتحدة ويفتقر الضوء على دور المرأة الإماراتية السلمية. تم توزيع مصدر المصدر المختصب لحل المشكلات الجغرافية بطريقية إدارية. استدلال الحقائق من الأشكال البالغة المختلفات. يشترط تزويج الموارد الاقتصادية ون涨价ة الطريق الذي يعتمد على بنود الدستور وآمنه والانجازات وتوزيع دور الإمارات العربية المتحدة ويفتقر الضوء على دور المرأة الإماراتية السلمية.
## UAE Social Studies 6 (English)

**Credit:** N/A  
**Core Instructional Materials:** Flashes of Thought  
The focus of UAE Social Studies 6 in English is “The United Arab Emirates”. In grade 6, this is broken into six units of study: UAE in history, notable people, geography, demographics, culture & heritage, and UAE in the global society. Students learn the 7 Emirates and the geographical location of UAE, and study physical features of UAE such as bodies of water and landforms. Exploration of UAE tourism, industry, and environmental issues allow students to critically think about their role in the UAE.

## UAE Social Studies 7 (English)

**Credit:** N/A  
**Core Instructional Materials:** Flashes of Thought  
The focus of UAE Social Studies 7 in English is the UAE’s priorities and government. In grade 7, the students read and discuss “Flashes of Thought”.

## UAE Social Studies 8 (English)

**Credit:** N/A  
**Core Instructional Materials:** Eternal Imprints  
The focus of UAE Social Studies 8 in English is the role of the UAE in global initiatives. In grade 8, students read and discuss “Eternal Imprints”.

## UAE Social Studies 9 (English)

**Credit:** N/A  
**Core Instructional Materials:** My Vision  
The focus of UAE Social Studies 9 in English is the infrastructures and vision of the United Arab Emirates. In grade 9, students read and discuss “My Vision” which is broken into the following themes:

- The Pulse of Development.
- The Elements of the Development Industry.
- Development for Survival.
- Excellence
- The Road to the Future.

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## Islamic Studies

**Islamic Studies Arabic 6**
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit: NA</th>
<th>Prerequisite: completion of Islamic grade 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Islamic Studies Arabic 7</td>
<td>Core Instructional Materials: Ministry of Education books</td>
<td></td>
</tr>
<tr>
<td>Islamic Studies Arabic 8</td>
<td>Core Instructional Materials: Ministry of Education books</td>
<td></td>
</tr>
</tbody>
</table>
I

لا يوجد نص يمكن قراءته بشكل طبيعي من الصورة المقدمة.
### Islamic Studies Arabic 12

<table>
<thead>
<tr>
<th>Credit: 0.5</th>
<th>Core Instructional Materials: Ministry of Education books</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: completion of Islamic grade 11</td>
<td></td>
</tr>
</tbody>
</table>

The main goal of this course is to demonstrate the true Islam aspects and its tolerance principles while enabling students to understand some of the topics related to faith, worshiping, and the cultural and social nature of Islam. Meanwhile students develop an awareness and understanding of peaceful living among Muslims and others. This course highlights moments of Islamic history encouraging students to feel pride in Islamic identification.

### Islamic Studies English 6

<table>
<thead>
<tr>
<th>Credit: N.A</th>
<th>Core Instructional Materials: Ministry of Education books (part 1 &amp; part 2 for grade 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: completion of Islamic grade 5</td>
<td></td>
</tr>
</tbody>
</table>

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### Islamic Studies English 7

<table>
<thead>
<tr>
<th>Credit: N.A</th>
<th>Core Instructional Materials: Ministry of Education books (part 1 &amp; part 2 for grade 7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: completion of Islamic grade 6</td>
<td></td>
</tr>
</tbody>
</table>

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### Islamic Studies English 8

<table>
<thead>
<tr>
<th>Credit: N.A</th>
<th>Core Instructional Materials: Ministry of Education books (part 1 &amp; part 2 for grade 7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: completion of Islamic grade 6</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Islamic Studies English 9</th>
</tr>
</thead>
</table>
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develop an awareness and understanding of peaceful living
among Muslims and others. This course highlights moments of
Islamic history encouraging students to feel pride in Islamic
identification. |
| Credit: 0.5 |
| Prerequisite: completion of Islamic grade 8 |
| Core Instructional Materials: Ministry of Education books
(part 1 & part 2 for grade 9) |

<table>
<thead>
<tr>
<th>Islamic Studies English 10</th>
</tr>
</thead>
</table>
| The main goal of this course is to demonstrate the true Islam
aspects and its tolerance principles while enabling students to
understand some of the topics related to faith, worshiping, and
the cultural and social nature of Islam. Meanwhile students
develop an awareness and understanding of peaceful living
among Muslims and others. This course highlights moments of
Islamic history encouraging students to feel pride in Islamic
identification. |
| Credit: 0.5 |
| Prerequisite: completion of Islamic Grade 9 |
| Core Instructional Materials: Ministry of Education books
(part 1 & part 2 for grade 10) |

<table>
<thead>
<tr>
<th>Islamic Studies English 11</th>
</tr>
</thead>
</table>
| The main goal of this course is to demonstrate the true Islam
aspects and its tolerance principles while enabling students to
understand some of the topics related to faith, worshiping, and
the cultural and social nature of Islam. Meanwhile students
develop an awareness and understanding of peaceful living
among Muslims and others. This course highlights moments of
Islamic history encouraging students to feel pride in Islamic
identification. |
| Credit: 0.5 |
| Prerequisite: completion of Islamic grade 10 |
| Core Instructional Materials: Ministry of Education books
(part 1 & part 2 for grade 11) |

<table>
<thead>
<tr>
<th>Islamic Studies English 12</th>
</tr>
</thead>
</table>
| The main goal of this course is to demonstrate the true Islam
aspects and its tolerance principles while enabling students to
understand some of the topics related to faith, worshiping, and
the cultural and social nature of Islam. Meanwhile students
develop an awareness and understanding of peaceful living
among Muslims and others. This course highlights moments of
| Credit: 0.5 |
| Prerequisite: completion of Islamic grade 11 |
| Islamic history encouraging students to feel pride in Islamic identification. | Core Instructional Materials: Ministry of Education books (part 1 & part 2 for grade 12) |
GROUP 4: SCIENCES

The Group 4 sciences are aligned from Grade 6 through to Grade 12 to allow students the opportunity to explore, investigate, and learn scientific content and skills. Each course is designed with the goal of preparing our students for the IBDP and to produce as many talented, innovative, and inspired scientists as possible. Scientific literacy is so important in the 21st century and it is our responsibility to make sure that students are prepared for whatever path to success they may take. With this in mind, our students learn scientific content and theory and are expected to apply this to a range of situations, investigations, and hypotheses. Students will develop information and communication technology (ICT) skills and be assessed on their ability to use these skills within the context of their course. Formative and summative assessments are used consistently throughout all courses. Standards for courses are from Project AERO/NGSS and IBDP, including laboratory skills and scientific literacy, along with the topic specific knowledge and skills. A variety of instructional and assessment methods are used across all grades such as:

- Conducting, planning, and evaluating laboratory investigations
- Research papers
- Employing critical thinking skills
- Inquiry-based learning
- Pre-teaching key vocabulary
- Class discussions
- Videos, PowerPoints, multimedia presentations
- Collaborative learning strategies
- Graphic and visual organizers
- Model building

<table>
<thead>
<tr>
<th>Integrated Science 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit:</strong> N/A</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> Completion of 5th grade</td>
</tr>
</tbody>
</table>

**Integrated Science 6** encourages more student-centered learning where students think critically, problem solve, communicate, and collaborate—in addition to learning important scientific concepts. Students will begin their journey towards becoming scientifically literate, learning to research, write laboratory reports and design experiments while studying the following topics based on the projectAERO/ NGSS standards:

- Structure and Properties of Matter
- Wave Properties
- Electromagnetic Radiation
- IT and Instrumentation
- From Molecules to Organisms – Structure and Function
<table>
<thead>
<tr>
<th>Integrated Science 7</th>
<th>Integrated Science 7 encourages more student-centered learning where students think critically, problem solve, communicate, and collaborate—in addition to learning important scientific concepts. Students will continue their journey towards becoming a competent scientist, learning important scientific and engineering practices while studying the following topics based on the projectAERO/ NGSS standards:</th>
</tr>
</thead>
</table>
| **Credit:** N/A | **Interdependent Relationships in Ecosystems**  
**Cycle of Matter and Energy Transfer in Ecosystems**  
**Ecosystem Dynamics, Functioning, and Resilience**  
**Biodiversity and Humans**  
**Chemical Reactions**  
**Definitions of Energy**  
**Conservation of Energy and Energy Transfer**  
**Earth’s Materials and Systems**  
**Plate Tectonics and Large Scale System Interactions**  
**Role of Water in Earth’s Surface Processes**  
**Weather and Climate** |
| **Prerequisite:** Completion of 6th grade | Core Instructional Materials:  
Science Explorer series (Prentice Hall), a variety of other resources |

<table>
<thead>
<tr>
<th>Integrated Science 8</th>
<th>Students in Integrated Science 8 will develop a deeper understanding of scientific concepts and skills while continuing to build their abilities to communicate, collaborate, inquire, think critically and problem solve. Content and practices based on the projectAERO/ NGSS standards include:</th>
</tr>
</thead>
</table>
| **Credit:** N/A | **Inheritance of Traits**  
**Variation of Traits**  
**Evidence of Common Ancestry and Diversity**  
**Natural Selection**  
**Adaptation**  
**Forces and Motion**  
**Types of Interactions (Physics)**  
**Natural Resources on Earth**  
**Natural Hazards**  
**Human Impact on Earth Systems**  
**Global Climate Change** |
| **Prerequisite:** Completion of 7th grade | Core Instructional Materials:  
Science Explorer series (Prentice Hall), a variety of other resources |
## Biology (9)

**Credit:** 1.0  
**Prerequisite:** Completion of 8th grade

Biology - based on projectAERO/ NGSS and framed as preparation for IBDP - is rich in both content and practice. Students gain in-depth understanding of content while developing skills in scientific and engineering practices, communication, collaboration, inquiry, and problem solving. Topics of study include:

- Eukaryotic and Prokaryotic Cells
- DNA Research and Technology
- Biomolecules
- Genetics and Inheritance
- Evolution and Biodiversity
- Human Physiology
- Transport in Plants

There is an emphasis on practical skills with students expected to plan, carry out, and evaluate their scientific method. Students will be writing laboratory reports similar to the Internal Assessment in the IBDP and using as much of the equipment available to them in order to become highly competent scientists. Students will also be expected to gather data and identify patterns and relationships found within that data. Students will also carry out secondary research into different examples of biology across the world.

### Core Instructional Materials:
- Textbook – Biology (Miller & Levine), a variety of other resources

## Chemistry (10)

**Credit:** 1.0  
**Prerequisite:** Biology

Chemistry is a laboratory science course based in projectAERO/NGSS standards and preparation for IBDP. In addition to learning important concepts, students refine their scientific and engineering practices through the following topics:

- Atomic Structure
- Matter and Energy
- Chemical Quantities
- Molar Relationships
- Chemical Systems

There is a heavy emphasis on practical skills with students expected to plan, carry out, and evaluate their scientific method. Students will be writing scaffolded laboratory reports, leading up to writing a report similar to the Internal Assessment in the IBDP. Students will conduct investigations with a wide variety of instruments to increase their practical laboratory skills. Students will also be expected to gather data and identify patterns and relationships found within that data.

### Core Instructional Materials:
- Textbooks – Chemistry (Pearson), a variety of other resources
Physics (10-12)

**Credit:** 1.0  
**Prerequisite:** Successful completion of Integrated Math 2

Core Instructional Materials:  
Textbook – Conceptual Physics (Prentice Hall), a variety of other resources

In this rigorous high school science course, students will conduct scientific inquiry and learn important content and practices about the following topics:

- Oscillations & Waves
- Mechanics
- Fields
- Electricity
- Thermal Physics

There is a heavy emphasis on practical skills with students expected to plan, carry out, and evaluate their scientific method. The Internal Assessment in the IBDP is used as a model for laboratory investigations and students have access to equipment that helps them become highly competent scientists. Students will also be expected to gather data and identify patterns and relationships found within that data.

Health & Nutrition Science (11 and 12 in 2019/2020)

**Credit:** 1.0  
**Prerequisite:** successful completion of high school level biology

This course will provide students with the knowledge, skills, and abilities necessary to scientifically analyze food and nutrition and propose healthy living strategies along with solutions to global food issues. Students will primarily be studying the effects of food, diet, and nutrition on the human body, but will also look into antibiotics and the effects of food production and agriculture on the environment. Students will develop a wider and more focused understanding of what makes up our food, how our choices affect the planet, and what changes can be made to achieve specific goals. The core content covered could include, but are not limited to:

- Chemical reactions and molecular changes within the human body
- The connection between diet, exercise and cellular respiration
- Role of sugars and enzymes in human health
- Calculations of energy in various foods through laboratory methods
- Scientific analysis of nutritional value of food
- Understanding energy changes from food intake to digestion to exercise
- The systems of the human body and their interactions
- Nutrition and meal analysis and planning
- Genetically modified organisms
- Bacteria and antibiotics
<table>
<thead>
<tr>
<th>Geology (11 and 12 in 2018/2019)</th>
</tr>
</thead>
</table>
| **Credit:** 1.0  
**Prerequisite:** must be in grade 11 or 12 with previous laboratory experience | During this course on the science of Earth and Earth’s systems, students will plan, conduct, and evaluate investigations and analyze geoscience data. Coursework is based on high school level Project AERO/ NGSS standards and will provide opportunities to create connections between the planet and the impacts of human activity, evaluate resource use practices and resource management styles, suggest more effective solutions, and explore local and regional geological issues. The overarching understandings in Geology include:  
- Most processes in geology can be thought of in terms of cycles; despite its apparent stability, the only constant on earth is change.  
- Plate tectonic theory is the model for understanding changes on the surface and in the interior of the Earth.  
- Understanding geology requires understanding DEEP time.  
- Understanding geologic hazards is the best way to minimize their impact on us.  
- Modern technological society is built on Earth resources.  
- Geologists use the scientific method to understand Earth. |

<table>
<thead>
<tr>
<th>IBDP 1 &amp; 2 Biology (SL/HL)</th>
</tr>
</thead>
</table>
| **Credit:** 1.0 (each year) | This two-year course is broken into specific content areas:  
1. **Structure and function.** This relationship is probably one of the most important in a study of biology and operates at all levels of complexity. Students should appreciate that structures permit some functions while, at the same time, limiting others.  
2. **Universality versus diversity.** At the factual level, it soon becomes obvious to students that some molecules (for example, enzymes, amino acids, nucleic acids and ATP) are ubiquitous, and so are processes and structures. However, these universal features exist in a biological world of enormous diversity. Species exist in a range of habitats and show adaptations that relate structure to function. At another level, students can grasp the idea of a living world in which “universality” means a diverse range of organisms (including ourselves) are connected and interdependent.  
3. **Equilibrium within systems.** Checks and balances exist both within living organisms and within ecosystems. The state of dynamic equilibrium is essential for the continuity of life.  
4. **Evolution.** The concept of evolution draws together the other themes. It can be regarded as change leading to diversity |
within constraints, and this leads to adaptations of structure and function. These four concepts serve as themes that unify the various topics that make up the three sections of the course: the core, the additional higher-level (AHL) material, and the options.

### IBDP 1 & 2 Chemistry (SL/HL)

**Credit:** 1.0 (each year)  
Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. This two-year chemistry course includes the essential principles of the subject but also, includes the practical applications that connect chemistry to our all facets of our society:
- modern analytical chemistry,
- human biochemistry,
- chemistry in industry and technology,
- medicines and drugs,
- environmental chemistry,

The course is available at both standard level (SL) and higher level (HL), and therefore accommodates students who wish to study science in higher education and those who do not.

### IBDP 1 & 2 Computer Science (SL/HL)

**Credit:** 1.0 (each year)  
Computer science requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The two-year Diploma Programme Computer Science course is engaging, accessible, inspiring and rigorous. It develops knowledge and understanding and computational thinking, while empowering innovation and raising ethical issues. During the course the student will develop computational solutions. This will involve the ability to:
- identify a problem or unanswered question
- design, prototype and test a proposed solution
- liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments.

### IBDP 1 & 2 Environmental Systems and Societies (SL)

**Credit:** 1.0 (each year)  
The prime intent of this course is to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to
adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students’ attention will be constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues.

Emphasis is on skill and concept development and application of concepts to social, political, geographical and ecological issues. Learning activities include lecture, demonstration, class discussions, and experimental work.

**IBDP 1 & 2 Physics (SL/HL)**

**Credit:** 1.0 (each year)

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles – quarks (perhaps 10-17 m in size), which may be truly fundamental – to the vast distances between galaxies (1024 m). Observations remain essential at the very core of physics, and this sometimes requires a leap of imagination to decide what to look for. Models are developed to try to understand the observations, and these themselves can become theories that attempt to explain the observations. Theories are not directly derived from the observations but need to be created. The two-year Diploma Programme Physics course allows students to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of physics. It also allows students to develop interpersonal skills, and information and communication technology skills, which are essential in modern scientific endeavor and are important life-enhancing, transferable skills in their own right.
GROUP 5: MATHEMATICS

At GAA, we use an integrated math approach because we:

- See mathematics as a coherent whole, where Number and Quantity, Algebra, Functions, Modelling, Geometry and Statistics and Probability are all learned each year
- Strive to provide opportunities for connections across the units is enhanced in the integrated approach
- Aim to align with IBDP Math curriculum which also uses an integrated approach.

The active engagement of students along with the use of manipulatives and technology, such as algebra tiles, geometric figures, graphing calculators, and computers, will allow students to develop and build on the understandings and modeling of the mathematical principles they are learning. Content and process standards are adopted from projectAERO Common Core+. While gaining knowledge and skills specific to each course, students also learn essential life-long mathematical skills that reinforce their understandings:

- Problem Solving
- Reasoning
- Communication
- Connections

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### Integrated Math 6

**Credit:** N/A  
**Prerequisites:** completion of grade 5 math

Integrated Math 6 is a mathematics course for sixth grade students who are transitioning from the emphasis placed on whole number arithmetic in elementary school to the foundations of algebra. The course is developed from middle school projectAERO/ Common Core+ standards and focuses on the development of problem-solving skills and the acquisition of mathematical vocabulary and symbols. The active engagement of students along with the use of manipulatives and technology
**Integrated Math 7**

| Credit: N/A | Developed from middle school projectAERO/ Common Core standards, this course further develops algebra and geometry skills. Students examine algebra- and geometry-preparatory concepts along with number concepts and computations such as proportional reasoning. Topics include:  

- Exponents and square roots  
- Solving proportions  
- Similarity and congruency  
- Pythagorean theorem  
- Transform polygons on the coordinate plane  
- Area of composite figures, and surface area, volume of prisms, pyramids, cylinders  
- Write algebraic expressions and simplify polynomials (incl. distributive property)  
- Solve multi-step equations  
- Solve absolute value problems  
- Solve and graph inequalities with one variable  
- Represent relationships with equations, tables & graphs  (Computations with fractions and negative numbers, along with order of operations, are considered prior knowledge and will be a component of all units.) |

| Prerequisites: successful completion of Integrated Math 6 or equivalent |  |

**Core Instructional Materials:**  
Pre-Algebra (Glencoe)

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**Core Instructional Materials:**  
Progress in Mathematics – Grade 6 (Sadlier-Oxford)

will allow them to develop an understanding of the mathematical principles they are learning. Topics include:  

- Computations with fractions  
- Exponents and scientific notation  
- Order of operations and evaluate by substitution  
- Ratios and percent  
- Integers, absolute value, numberline and the coordinate plane  
- Proportional relationships (scale, unit conversions, similar triangles)  
- Angles, triangles, and properties of quadrilaterals  
- Algebraic expressions  
- Dependent vs. independent variables  
- Solve one-variable one-step equations and inequalities  
- Graph inequalities on the numberline  
- Area, surface area, and volume  
- Statistics - measure of center, circle graphs, histograms, box-and-whisker plots  
- Geometric and arithmetic sequences
## Integrated Math 7 Honors

**Credit:** N/A  
**Prerequisites:** successful completion of Integrated Math 6 or equivalent with top grades, high success on AtLs, and high score on a variety of standardized assessment(s)

Developed from middle school projectAERO Common Core+ standards, this course further develops algebra and geometry skills. Students examine algebra- and geometry-preparatory concepts along with number concepts and computations at a faster pace. The faster pace of learning allows students to explore concepts at greater depth, and extend on their skills to higher level thinking problems and enrichment activities. Topics include but are not limited to:

- Exponents and roots
- Similarity and congruency (including basic proofs)
- Pythagorean theorem & right-angle trigonometry
- Transform polygons on the coordinate plane
- Area of complex composite figures, and surface area and volume of complex prisms, pyramids, cylinders, and spheres
- Write algebraic expressions and simplify polynomials (incl. distributive property)
- Solve multi-step equations including proportions
- Solve absolute value problems
- Solve and graph inequalities with one variable
- Represent relationships with equations and inequalities in tables & graphs

(Computations with fractions and negative numbers, along with order of operations, are considered prior knowledge and will be interwoven into all units.)

**Core Instructional Materials:** Pre-Algebra (Glencoe)

## Integrated Math I

**Credit:** N/A  
**Prerequisites:** successful completion of Integrated Math 7 or similar

Developed from projectAERO/ Common Core+ standards, this course further develops mathematical computation and reasoning skills. Students examine concepts in algebra, geometry and more along with further developing their number concepts and computations. Topics include but are not limited to:

- Quantitative reasoning and algebraic models
- Arithmetic & geometric sequences
- Linear functions, linear equations and inequalities
- Data distributions and line of best fit
- Solving systems of linear functions
- Piece-wise functions
- Properties of exponents and exponential functions
- Reasoning & proof, coordinate proof
- Line segments, midpoints, distance formula, and angle bisectors
| Core Instructional Materials: HMH Integrated Math 1 | • Transformations on the coordinate grid  
• Congruency  
• Properties of triangles & quadrilaterals  
(Computations with fractions and negative numbers, along with order of operations, and solving equations are considered prior knowledge and will be interwoven into all units.) |
|---|---|
| **Integrated Math I Honors** | Developed from high school projectAERO/ Common Core+ standards, this course further develops mathematical computation and reasoning skills. Students examine algebra, geometry and more at a faster pace. The faster pace of learning allows students to explore concepts at greater depth, and extend on their skills to higher level thinking problems and enrichment activities. Topics include but are not limited to:  
• Quantitative reasoning and algebraic models (modeling is an emphasis of this course)  
• Arithmetic & geometric sequences  
• Linear functions, linear equations and inequalities  
• Quadratic functions and inequalities  
• Piece-wise functions  
• Data distributions and regression models  
• Solving systems of functions  
• Properties of exponents and exponential functions, including rational exponents  
• Reasoning & proof, coordinate proof; study of famous proofs like those of Pythagoras  
• Line segments, midpoints, distance formula, and angle bisectors  
• Transformations on the coordinate grid using vectors  
• Congruency  
• Properties of triangles & quadrilaterals  
(Computations with fractions and negative numbers, along with order of operations, solving equations and simplifying polynomials, are considered prior knowledge and will be interwoven into all units.) |
| Core Instructional Materials: HMH Integrated Math 1 |  
**Credit:** N/A  
**Prerequisites:** successful completion of Integrated Math 7 or equivalent with top grades, high success on ATLs, and high score on a variety of standardized assessment(s) |
| **Integrated Math II** | Developed from high school level projectAERO/ Common Core+ standards, this course further develops mathematical computation and reasoning skills. Students examine concepts in algebra, geometry and more along with further developing their number concepts and computations. Topics include but are not limited to:  
• Absolute value functions |
| **Credit:** 1.0  
**Prerequisites:** successful completion of Integrated Math I or similar |
### Core Instructional Materials:
HMH Integrated Math 2, and Geometry (Holt McDougal).
Students are required to have a graphing calculator - GAA recommends the non-CAS TI-nspire.

### Integrated Math II Honors

**Credit:** 1.0  
**Prerequisites:** successful completion of Integrated Math I or equivalent with top grades, high success on AAs, and history of high scores on a variety of standardized assessment(s)

Developed from high school projectAERO/ Common Core standards, this course further develops mathematical computation and reasoning skills. Students examine algebra, geometry and more at a faster pace. The faster pace of learning allows students to explore concepts at greater depth, and extend on their skills to higher level thinking problems and enrichment activities. Topics include but are not limited to:

- Rational exponents and radicals, root functions
- Complex numbers
- Polynomial functions
- Function properties (domain, range, end behavior), inverse functions, transformations
- Comparing function models, modeling with functions such as exponential growth
- Reasoning & proof, coordinate proof
- Line segments, midpoints, distance formula, and angle bisectors
- Proofs with lines and angles

- Properties of triangles & quadrilaterals
- Proofs with triangles and quadrilaterals
- Congruent figures, similar triangles and proportional reasoning
- Right triangle trigonometry and the unit circle
- Circles, angles in circles, radians, arc length, and sector area
- Probability - independent and dependent events, combinations and permutations
### Core Instructional Materials:
HMH Integrated Math 2, and Geometry (Holt McDougal). Students are required to have a graphing calculator - GAA recommends the non-CAS TI-nspire.

### Properties of triangles & quadrilaterals
- Proofs with triangles and quadrilaterals
- Congruent figures, similar triangles and proportional reasoning
- Right triangle trigonometry
- Circles, angles in circles, radians, arc length, and sector area
- Probability - independent and dependent events, combinations and permutations
- Data distributions and regression models

### Integrated Math III

#### Credit: 1.0  
**Prerequisite:** Successful completion of Integrated Math II (or evidence of required prior knowledge)

In Integrated Math III, students will learn more advanced math concepts using the **Mathematical Practices**:
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Topics include:

**Algebra**
- Seeing Structure in Expressions
- Arithmetic with Polynomials and Rational Expressions
- Perform arithmetic operations on polynomials.
- Creating Equations
- Reasoning with Equations and Inequalities

**Functions**
- Interpreting Functions
- Building Functions
- Linear, Quadratic, and Exponential Models
- Trigonometric Functions

**Geometry**
- Similarity, Right Triangles and Trigonometry
- Expressing Geometric Properties with Equations
- Geometric Measurement and Dimension
- Modeling with Geometry
<table>
<thead>
<tr>
<th><strong>Integrated Math III Honors</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit 1.0</strong></td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> successful completion of Integrated Math II or equivalent with top grades, high success on AtLs, and history of high scores on a variety of standardized assessment(s)</td>
</tr>
<tr>
<td><strong>Statistics and Probability</strong></td>
</tr>
<tr>
<td>Interpreting Categorical and Quantitative Data</td>
</tr>
<tr>
<td>Making Inferences and Justifying Conclusions</td>
</tr>
<tr>
<td>Using Probability to Make Decisions</td>
</tr>
<tr>
<td>Graphing utilities, especially graphing calculators, are integral to the course to enhance understanding and as a problem-solving tool. GAA prefers the non-CAS TI-nspire.</td>
</tr>
<tr>
<td><strong>This course is designed for students who have already completed the majority of the Common Core high school math standards and require a fast paced, challenging learning environment. Students will learn using the Mathematical Practices:</strong></td>
</tr>
<tr>
<td>1. Make sense of problems and persevere in solving them.</td>
</tr>
<tr>
<td>2. Reason abstractly and quantitatively.</td>
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<tr>
<td>3. Construct viable arguments and critique the reasoning of others.</td>
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<td>5. Use appropriate tools strategically.</td>
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<td>8. Look for and express regularity in repeated reasoning.</td>
</tr>
<tr>
<td><strong>Topics include:</strong></td>
</tr>
<tr>
<td><strong>Algebra</strong></td>
</tr>
<tr>
<td>Seeing Structure in Expressions</td>
</tr>
<tr>
<td>Arithmetic with Polynomials and Rational Expressions</td>
</tr>
<tr>
<td>Perform arithmetic operations on polynomials.</td>
</tr>
<tr>
<td>Creating Equations</td>
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<tr>
<td>Reasoning with Equations and Inequalities</td>
</tr>
<tr>
<td><strong>Functions</strong></td>
</tr>
<tr>
<td>Interpreting Functions</td>
</tr>
<tr>
<td>Building Functions</td>
</tr>
<tr>
<td>Linear, Quadratic, and Exponential Models</td>
</tr>
<tr>
<td>Trigonometric Functions</td>
</tr>
<tr>
<td><strong>Geometry</strong></td>
</tr>
<tr>
<td>Similarity, Right Triangles and Trigonometry</td>
</tr>
<tr>
<td>Expressing Geometric Properties with Equations</td>
</tr>
<tr>
<td>Geometric Measurement and Dimension</td>
</tr>
<tr>
<td>Modeling with Geometry</td>
</tr>
</tbody>
</table>

**Core Instructional Materials:**
HMH Integrated Math 3.
Students are required to have a graphing calculator - GAA recommends the non-CAS TI-nspire.
<table>
<thead>
<tr>
<th>Statistics and Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpreting Categorical and Quantitative Data</td>
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<td>Making Inferences and Justifying Conclusions</td>
</tr>
<tr>
<td>Using Probability to Make Decisions</td>
</tr>
</tbody>
</table>

Graphing utilities, especially graphing calculators, are integral to the course to enhance understanding and as a problem-solving tool. GAA prefers the non-CAS TI-nspire.

<table>
<thead>
<tr>
<th>Math Foundations (11)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit:</strong> 1.0</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> successful completion of two high school math courses</td>
</tr>
</tbody>
</table>

Core Instructional Materials:
Mathematics for Business and Personal Finance (Glencoe).
Other resources as required. Students are required to have their computer devices in every class.

Through this course, students are encouraged to continue to develop their mathematical ideas in the context of real-world problems and decision-making through the analysis of information, modeling change, and mathematical relationships. Students will critique quantitative data; investigate and apply various mathematical models; and explore and apply concepts to model and solve real-world problems while learning to become critical consumers of the quantitative data that surround them every day, knowledgeable decision-makers who use logical reasoning, and mathematical thinkers who can use their quantitative skills to solve problems related to a wide range of situations. Concepts and processes will focus on managing finances, with an emphasis on the algebraic applications in business and personal wealth management. Different lesson strategies will enable various learners to build their individual skills.

Graphing utilities - such as online graphing apps, use of spreadsheets, and graphing calculators - are an integral part of this course.

<table>
<thead>
<tr>
<th>Statistics (12)</th>
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</thead>
<tbody>
<tr>
<td><strong>Credit:</strong> 1.0</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> successful completion of two high school math courses</td>
</tr>
</tbody>
</table>

Core Instructional Materials:
Elementary Statistics: A Step by Step Approach (Glencoe), Measurement and Data Analysis Handbook (Holt McDougal), online resources

Students will be introduced to the major concepts of statistical methods and tools for collecting, analyzing, and drawing conclusions from data. Problems will integrate real-world data into examples and exercises while students learn:
- descriptive statistics,
- the role of computers in statistics,
- sampling and data collection,
- distributions,
- statistical inference: estimation and significance tests,
- comparison of two groups,
- analyzing variance, and
- linear regressions, correlation, and goodness of fit.
Students are required to have a TI-84 graphing calculator or similar. Graphing utilities, especially graphing calculators, are integral to solving problems throughout this course.

**IBDP 1&2 Math Studies SL**

| **Credit**: 1.0 (each year) | This course is available only at standard level, and is equivalent in status to Mathematics SL, but addresses different needs. It has an emphasis on applications of mathematics, and the largest section is on statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. It prepares students to be able to solve problems in a variety of settings, to develop more sophisticated mathematical reasoning and to enhance their critical thinking. The individual project is an extended piece of work based on personal research involving the collection, analysis and evaluation of data. The syllabus is organized and structured with the following tenets in mind: placing more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students’ mathematical reasoning rather than performing routine operations; solving mathematical problems embedded in a wide range of contexts; using the calculator effectively. The course includes project work, a feature unique to mathematical studies SL within group 5. Each student completes a project, based on their own research; this is guided and supervised by the teacher. The project provides an opportunity for students to carry out a mathematical study of their choice using their own experience, knowledge and skills acquired during the course. This process allows students to take sole responsibility for a part of their studies in mathematics. |

**Core Instructional Material**: IB Mathematical Studies Textbook SL (Oxford)

**IBDP 1&2 Math SL**

| **Credit**: 1.0 (each year) | This course caters for students who already possess knowledge of basic mathematical concepts and who are equipped with the skills needed to apply simple mathematical techniques correctly. The course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on the mathematical rigor required for IBDP Math HL. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context. |
### Core Instructional Materials: IB Mathematics Standard Level Textbook (Oxford), IB Mathematics Standard Level Textbook (Cambridge), IB Exam Review Study Guide. Students are required to have a graphing calculator - GAA recommends the non-CAS TI-nspire.

The internally assessed component, the Math Exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

### IBDP 1&2 Math HL (with Sets, Relations and Groups option)

**Credit:** 1.0  
**Prerequisite:** completion of prior high school math courses with high grades, strong work habits, history of high achievement on a variety of standardized tests, and teacher recommendation.

This course caters for students with a good background in mathematics and who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems. The course focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way. The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas. This course is a demanding one, requiring students to study a broad range of mathematical topics through a number of different approaches and to varying degrees of depth. Students wishing to study mathematics in a less rigorous environment should therefore opt for one of the standard level courses, Mathematics SL or Mathematical Studies SL.
GROUP 6: THE ARTS

Students will learn in the Arts through creating, responding, connecting and presenting. All courses in grades 6-10 utilize the National Core Arts Standards as the foundation for study and is the backdrop for development of appropriate habits and routines in Visual Arts, Music (Band, Vocal), and Theater Arts. All of these Arts courses incorporate a wide variety of learning and assessments strategies some of which include (but are not limited to):

- individualized learning,
- group discussions and activities,
- group rehearsal,
- research, and analysis,
- self-organized inquiry based learning,
- developing a process portfolio,
- interviews,
- journal writing,
- written assignments,
- exhibition and presentation.

Formative and summative assessment will be used throughout the year in all of the Arts courses including peer evaluation and self-assessment methods. A main component is project-based and performance assessments.

<table>
<thead>
<tr>
<th>Grade 6 Arts Rotation</th>
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<tbody>
<tr>
<td><strong>Credit:</strong> N/A</td>
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<tr>
<td><strong>Prerequisite:</strong> None</td>
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</tbody>
</table>

This course is an early introduction to the Secondary level Arts program at GAA. During each quarter of the course, students will be exposed to a brief survey of 4 disciplines within the Arts: 9 weeks dedicated to studio art based learning; 9 weeks dedicated to theater performance based learning; 9 weeks dedicated to instrumental music; and 9 weeks dedicated to vocal music training. The Arts Rotation focuses on creating, responding, in all four disciplines. Both individual work and collaborative learning are valued in the Arts Rotation. Students are encouraged to set and strive for the success of achievable individual goals and to explore new areas of creative expression.
## MS Exploratory Arts – Visual Art 6G3

**Credit:** N/A  
**Prerequisite:** in ADEK Group 2 or 3

*This course is mandatory for all ADEK Group 2 or 3 students and is the same as the Visual Art 6 (above) but with an abbreviated delivery. Due to the shorter class time allotted some of the required class work and projects will be reduced.*  
The Visual Art 6G3 course is an early introduction to the Secondary level Visual Art program at GAA. In this course students will be exposed to a brief survey of studio based learning with a focus on individual autonomous work and collaborative learning. The course introduces:  
* the basics of design aesthetics,  
* drawing, painting and craft making skills, and  
* highlights of important figures from art history.  
The development of improved studio learning-habits is emphasized including improved communication, attention to detail, observing, responding, organization and collaboration skills. Students are encouraged to set and strive for the success of achievable individual goals and to explore new areas of creative expression in order to make the most of their time in the art studio.

## Visual Art 7

**Credit:** N/A  
**Prerequisite:** None

The Visual Arts 7 course is designed to establish a proficient level of skills, knowledge, processes and discipline in visual art learning. In this course, students are expected to develop knowledge of basic art concepts and skill in two and three-dimensional media while learning strong studio habits. The course will provide an introductory study of:  
* media, techniques, and processes,  
* developing more advanced applications of ideas, materials and techniques, and  
* the application of technology in the art making process.  
Individual and group projects will be explored with presentations and group exhibitions.

## Visual Art 8

**Credit:** N/A  
**Prerequisite:** None

The Visual Arts 8 course is designed to establish a higher level of skills, knowledge, processes and discipline for more advanced study in art at the High School level, should students wish to continue visual art learning in the upper grades. In this course, students are expected to deepen their knowledge of basic art
concepts and skill in two and three-dimensional media while building strong studio learning-habits that translate to more challenging study of visual arts. The course will provide an in-depth study of:
- media, techniques, and processes,
- developing more advanced applications of ideas, materials and techniques, and
- the application of technology in the art making process.
Individual and group projects will be explored with presentations and group exhibitions.

**MS Exploratory Arts – Visual Art 8G3**

**Credit:** N/A  
**Prerequisite:** in ADEK Group 2 or 3

This course is mandatory for all ADEK Group 2 or 3 students and is the same as Visual Arts 8 but with an abbreviated delivery. Due to the shorter class time allotted some of the required class work and projects will be reduced.

In this course, students are expected to develop knowledge of basic art concepts and skill in two and three-dimensional media while building strong Studio Learning Habits that translate to more challenging study as students progress through the visual art program. The course will provide in-depth study of media, techniques, and processes; focus on developing more advanced applications of ideas, materials and techniques, as well as the application of technology in the art making process. Individual and group projects will be explored with presentations and group exhibitions. Students will learn in the Arts through creating, responding, connecting and presenting.

**HS Proficient Art**

**Credit:** 1.0  
**Prerequisite:** None

The Beginner Visual Art is designed for students with interest in creative endeavors, but who perhaps do not intend to advance into visual art as a career or advanced study. Learning will focus on individual autonomous work and collaborative work in a variety of techniques and media. Students will be engaged in the study of:
- aesthetics and elements of art criticism;
- the exploration of art history;
- the contextual connections and functions of art; and
- the production of individual works of art.

Concept as well as studio skill development is emphasized using a variety of traditional and nontraditional media. Art making processes are explored that emphasize the understanding of enduring ideas and concepts about art and the art world. Students are encouraged to set their own success criteria for learning in the course based on improvement in individual art
making skills along with increased understanding of art elements and principles of design and expanding creative thinking skills. Students will develop in a battery of skills related to creative problem solving, critical thinking, and lines of inquiry.

### HS Accomplished Art

**Credit:** 1.0  
**Prerequisite:** previous visual arts experience  
The High School Accomplished standards continue the emphasis on development of abilities to organize and analyze visual arts content, concepts, and skills in creating works of art. The focus on art history, critical evaluation, and aesthetics is increased and includes cultural and stylistic issues and creative problem solving. Study at this level affords students the opportunity to develop a personal direction in the production of their works of art or to further their academic study in the visual arts. Students will participate in a group exhibition and selected works of art and other products will be added to the portfolio and carried forward to the next level of study. This course can also be considered as the foundational level of preparation for students who are working toward admission into the IBDP Visual Arts program in grades 11 and 12 at GAA. Students should be prepared to take on the challenge of further developing their depth of art and art making knowledge, their understanding of research and creative development processes, art making skills, and studio work habits for more advanced study in art.

### HS Advanced Arts

**Credit:** 1.0  
**Prerequisite:** Successful completion of HS Accomplished Art is highly recommended  
The Advanced program is designed to help students reinforce competence and confidence in skills of analysis, evaluation, and creation of works of art. Students research a social, cultural, and/or political concept, theme, or idea along with how it is addressed by artists and designers in their work. Students select and curate a collection of objects, artifacts, and/or artworks based on this social, cultural, and/or political concept, theme, or idea. The students will continue to maintain a portfolio, and the culminating portfolio must give evidence of quality, concentration, and breadth of work produced throughout the high school art program. Advanced Visual Arts can also be considered as the foundational level of preparation for students who are working toward admission into the IBDP Visual Arts in grades 11 and 12 at GAA. Students should be prepared to take on the challenge of further developing their depth of art and art making knowledge, their understanding of research and creative development processes, art making skills, and studio work habits for more advanced study in art.
**IBDP 1 & 2 Visual Arts (SL/HL)**

**Credit:** 1.0 (each year)

**Prerequisite:**

The IBDP Visual Arts core syllabus at SL and HL consists of three equal interrelated areas: visual arts in context, visual arts methods, communicating visual arts. Students are required to understand the relationship between these areas and how each area informs and impacts their work in visual arts. The “visual arts in context” part of the syllabus provides a lens through which students are encouraged to explore perspectives, theories and cultures that inform and influence visual arts practice. Students should be able to research, understand and appreciate a variety of contexts and traditions and be able to identify links between them. The “visual arts methods” part of the syllabus addresses ways of making artwork through the exploration and acquisition of skills, techniques and processes, and through engagement with a variety of media and methods. The “communicating visual arts” part of the syllabus involves students investigating, understanding and applying the processes involved in selecting work for exhibition and public display. It engages students in making decisions about the selection of their own work.

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**MUSIC**

**Beginner Band**

**Credit:** 1.0 (in high school)

**Prerequisite:** None

**Core Instructional Materials:**
Instrument, Music, Standard of Excellence and/or Sound Innovations Method Book, BOYD

Attention is focused on furthering the introductory music fundamentals, technical achievement, and acquisition of performance and rehearsal skills that were learned in Grade 6 band. There will also be a music technology component to this course. After-school rehearsals and performances are required of all students as well as a concert dress code consisting of a black shirt, black pants, black socks and black shoes.

**Beginner Choir**

**Credit:** 1.0 (in high school)

**Prerequisite:** None

Students build skills by working on vocal technique, music theory and music history. Grading will be based on attendance and participation, healthy vocal technique and vocal quality, intonation and rhythm, and written assignments. Cooperation
within the ensemble, participation in concerts, and practice outside of class is expected.

**Advanced Band**

**Credit:** 1.0 (in high school)
**Prerequisite:** previous instrumental music experience

**Core Instructional Materials:**
Instrument, Music, Standard of Excellence and/or Sound Innovations Method Book, BOYD

Students are acquainted with the wide variety of literature and are given the opportunity to develop high standards of general musicianship. Emphasis is placed on artistic performance commensurate with the maturation level and experience of the group. Performances are an important part of the group activities. Membership is open to all students who have completed Grade 7 Band and/or with the Director’s approval. After-school rehearsals and performances are required of all students as well as a concert dress code consisting of a black shirt, black pants, black socks and black shoes.

**Concert Band**

**Credit:** 1.0
**Prerequisite:** Must be in high school. Audition for band director. Limited to specific instruments.

**Core Instructional Materials:**
Instrument, Music, Standard of Excellence and/or Sound Innovations Method Book, BOYD. A dress code of black socks, black dress shoes, black dress pants, and black button down long sleeve shirt or men or women or a long black dress with shoulders covered with black scarf will be enforced.

This course gives students the opportunity to develop high standards of musicianship. Emphasis is placed on artistic performance commensurate with advanced performance literature from the standard jazz repertoire. Individual practice and sectionals will be required outside of normal school time. Students will also be part of a chamber music ensemble to provide entertainment for school functions. There will also be a music technology unit focused on the creation of music and recording. After-school rehearsals and performances are required of all students. Membership is based on instrument, ability, interest, and experience following the director’s approval.

**Digital Music**

**Credit:** 1.0
**Prerequisite:** Must be in grades 10, 11, or 12; teacher recommendation

The **HS Digital Music** course is structured for students in grades 10, 11 and 12 designed to develop and enhance growth in the skills of observation, analysis, oral and written articulation, creative thinking and creative expression. Students will be introduced to the foundational aspects of Digital Music including:
- Digital Music Production
- Audio Recording
- Music for Media (movies, advertisements, games)
- Mixing techniques
- Ethics of music publishing and royalties

Students will also explore a variety of artistic and technical aspects of Digital Music while working collaboratively and independently in the production of original compositions. Key academic goals will be drawn from the National Core Arts Standards in support of this course along with a combination of project based, written and oral assessments.

**IBDP 1 & 2 Music (SL/HL)**

**Credit:** 1.0 (each year)

Music functions as a means of personal and communal identity and expression, and embodies the social and cultural values of individuals and communities. This invites exciting exploration and sensitive study. Such richness offers a variety of ways to encounter and engage with a constantly changing world. A vibrant musical education fosters curiosity and openness to both familiar and unfamiliar musical worlds. Through such a study of music we learn to hear relationships of pitch in sound, pattern in rhythm and unfolding sonic structures. Through participating in the study of music we are able to explore the similarities, differences and links in music from within our own culture and that of others across time. Informed and active musical engagement allows us to explore and discover relationships between lived human experience and specific sound combinations and technologies, thus informing us more fully of the world around us, and the nature of humanity. The IBDP Music course provides an appropriate foundation for further study in music at university level or in music career pathways. It also provides an enriching and valuable course of study for students who may pursue other careers. This course also provides all students with the opportunity to engage in the world of music as lifelong participants.

**THEATER ARTS**

**Theater Arts 7**

**Credit:** N/A  
**Prerequisite:** None

In this class, students will continue to refine their dramatic skills to perform more sophisticated work. Students will use various creative drama techniques to build ensemble, stimulate imagination, movement, and role-play with an emphasis on concentration. Students will be taught to direct their focus, intent,
and motivation to create and sustain a character. Students will address plot, setting, and character in monologues. Students will learn and use drama and theatre vocabulary in class discussions and the activities will address the promotion and reinforcement of students’ literacy skills. Students will exhibit and reinforce their skills through individual and group presentations, performances, and script and journal writing.

**MS Exploratory Arts – Theater Arts 7G3**

**Credit:** N/A  
**Prerequisite:** in ADEK Group 2 or 3

*This course is mandatory for all ADEK Group 2 or 3 students. Due to the shorter class time allotted, this is an abbreviated version of Theater Arts 7.* In this class, students will refine their dramatic skills to perform more sophisticated work. A variety of creative drama techniques will be used to build ensemble, stimulate imagination, movement, and role-play with an emphasis on concentration. Students will be taught to direct their focus, intent, and motivation to create and sustain a character, while addressing plot, setting, and character in monologues. Drama and theatre vocabulary will be learned and used in class discussions and the activities will address the promotion and reinforcement of students’ literacy skills.

**Theater Arts 8**

**Credit:** N/A  
**Prerequisite:** None; previous theater experience is recommended

In this class, students will build upon previously learned skills to portray more compelling characters and complex scenes. Students will use various creative drama techniques to build ensemble, stimulate imagination, movement, and role-play with an emphasis on movement and stage presence. Students will focus on realistic acting, commanding audience attention, and developing a stage presence. They will understand and follow stage directions, and use proper techniques for body and voice control. Students will learn and discuss the basic elements of drama to better understand and analyze characters and scripted material. Students will learn and use drama and theatre vocabulary in class discussions and the activities will address the promotion and reinforcement of students' literacy skills. Students will exhibit and reinforce their skills through individual and group presentations, performances, and script and journal writing.

**Beginner Theater**

**Credit:** 1.0  
**Prerequisite:** None

Through various types of performance, students investigate acting styles and explore the process of playwriting, which includes research, character development, and creation of dramatic structure, conflict, and resolution. Students study and
respond to a variety of theatrical experiences that refine their collaborative, analytical, interpretive, and problem-solving skills; they cultivate and refine their artistic abilities and appreciation of theatre arts.

**Comprehensive Theater**

<table>
<thead>
<tr>
<th>Credit: 1.0</th>
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<tbody>
<tr>
<td>Prerequisite: Audition or teacher recommendation required</td>
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</table>

Through research, performance, and evaluation, students develop artistic criteria that are applied to performing and directing. They study and respond to a variety of theatrical experiences, showcasing and applying their collaborative, analytical, interpretive, and problem-solving skills.

**HS Exploratory Arts – Theater Arts 9G3**

<table>
<thead>
<tr>
<th>Credit: 0.5</th>
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<tbody>
<tr>
<td>Prerequisite: in ADEK Group 2 or 3</td>
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</table>

This course is mandatory for all ADEK Group 2 or 3 students. Due to shortened duration of this course, this is an abbreviated version of HS Beginner Theater Arts. Through various types of performance, students investigate acting styles and explore the process of playwriting, which includes research, character development, and creation of dramatic structure, conflict, and resolution. Students study and respond to a variety of theatrical experiences that refine their collaborative, analytical, interpretive, and problem-solving skills; they cultivate and refine their artistic abilities and appreciation of theatre arts.

**IBDP 1 & 2 Theatre (SL/HL)**

<table>
<thead>
<tr>
<th>Credit: 1.0 (each year)</th>
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<tr>
<td>Prerequisite: None</td>
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</table>

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively. The IB Diploma Programme theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.
**PHYSICAL EDUCATION**

The SHAPE America standards form the framework for knowledge, skills, understandings and assessments in PE with personal health and wellbeing featuring prominently. Students are expected to display good sportsmanship, work collaboratively, and build leadership skills. A main focus of the program is to have students reflecting on their own and others' performance and progress. Self- and peer-assessments, along with goal setting, are an integral part of the Secondary School PE program.

The courses from grade 6 to grade 9 traditionally consist of six units lasting roughly six weeks. An aquatics unit and a health unit are delivered in each year of the program. A focus on invasion games, fitness, net/striking games, and other sports or games (such as international sport) are delivered throughout the year and are decided on through facility availability and weather conditions. The focus of these units is not solely on skill acquisition, but also on the ability of the students to show and develop determination, communication skills, confidence, and commitment to self and others.

Students are expected to come appropriately dressed to each and every class.

### Physical Education 6

| Credit: N/A | Prerequisite: None | Students combine fundamental skills into more complex movement forms in modified games and recreational activities. Cooperative and competitive small-group games are developmentally appropriate, with the emphasis being on developing skills and tactical understanding. Students learn to give and receive feedback to initiate and maintain practice to improve skill performance. Students assess their health-related fitness status and set reasonable and appropriate goals for development, maintenance, and improvement. Social interaction becomes more complex as peer pressure becomes increasingly pronounced, impacting individual performance. Students solve problems and make responsible decisions as they work together through conflict resolution strategies. They identify and seek opportunities to participate in regular physical activity at school and outside the school environment. |

### Physical Education 7

| Credit: N/A | Prerequisite: None | In Physical Education 7, students continue to develop competence in modified versions of various games, sport, and recreational activities. They vary movement during dynamic and changing game situations. The ability to analyze skill performance through observing and understanding critical elements (small, isolated parts of the whole skill or movement) is increasingly apparent, as is the application of basic scientific principles of movement and personal fitness. Students relate the importance of |
physical activity to health, focusing particularly on obesity. They create plans for improving personal strengths and focus this on helping their team. Students continue to develop responsible personal and social behaviors by demonstrating decision-making skills, conflict-resolution skills, appropriate etiquette, and respect for others. Students participate in, and analyse the movement of, different health-related fitness exercises.

<table>
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<tr>
<th>Physical Education 8</th>
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<tr>
<td><strong>Credit:</strong> N/A</td>
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<tr>
<td><strong>Prerequisite:</strong> None</td>
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<tr>
<td>Students demonstrate competence in skillful movement in modified, dynamic game/sport situations and in a variety of game/sport and recreational activities. They transition from modified versions of movement forms to more complex applications across all types of activities. Students demonstrate the ability to assume responsibility for guiding their own learning as they apply their knowledge and abilities to create a practice plan to improve performance in a selected game/sport, dance, or recreational pursuit. They demonstrate mature responsibility as they show respect for others, make reasoned and appropriate choices, resist negative peer pressure, and exhibit fair play. Students are able to set goals, track progress, and participate in physical activities to improve health-related fitness. They have a repertoire of abilities across a variety of game/sport, dance, and recreational pursuits and begin to develop competence in specialized versions of lifelong game/sport activities.</td>
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<tr>
<th>High School Physical Education</th>
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<tr>
<td><strong>Credit:</strong> 1.0</td>
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<tr>
<td><strong>Prerequisite:</strong> None</td>
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<tr>
<td>In HS PE, students complete the transition from modified versions of movement forms to more complex applications across all types of physical activities. They demonstrate the ability to use basic skills, strategies, and tactics. Students demonstrate more specialized knowledge in identifying and applying key movement concepts and principles. They assess their skill performance and develop a personal physical activity program aimed at improvement. They apply their understanding of personal fitness to lifelong participation in physical activity. Students demonstrate independent decision-making, respect for all others, avoid conflict but are able to resolve it appropriately, and use elements of fair play and ethical behavior in physical activity settings. Students demonstrate the ability to plan for and improve components of fitness and achieve and maintain a health-enhancing level of personal fitness.</td>
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## ELECTIVES

### Intro to Design & Technology

**Credit**: 1.0  
**Prerequisite**: in gr.9

In this project-based course, students will investigate engineering-related concepts by following the design cycle to develop products inspired by their creativity and passions. Students will be exposed to various technologies via hands-on instruction and collaborative problem-solving activities. Areas of focus will include: research and design, prototyping and modeling, resource management and sustainability, web and digital design. For each innovative project, students will conduct research-based planning to write a project proposal, develop and manage their own timeline of achievement goals, use the design cycle to develop their project, and produce media to promote their final product.

### Intro to Computer Science

**Credit**: 1.0  
**Prerequisite**: in gr.10

This course will introduce students to computational thinking and the basics of computer science. Topics will include how computers work, web sciences, databases, modeling & simulation, game design, and robotics; the impact of these technologies on our society will also be examined. Students will learn beginning programming across several languages with a focus on Python. This course is highly recommended for students considering IBDP Computer Science.

### Arts & Design: Yearbook

**Credit**: 1.0  
**Prerequisite**: In gr.11 or 12

Through the use of technology, students implement the design cycle along with the principles and elements of arts and design, to create and produce a variety of media arts projects the main one of which is compiling the high school yearbook. Standards are adopted from Project AERO and the National Core Arts Standards. Students will
- use creative processes and the language of art to communicate through a variety of media and techniques.
- use the elements of art and principles of design
- develop well-structured event sequences.
- planning, revise, edit
- use technology to produce and publish
- collaborate with others.
### Creative Writing

**Credit:** 1.0  
**Prerequisite:** Must be in grades 10, 11, or 12  

The Creative Writing course is designed for students who enjoy writing as a form of art and personal expression. In this course, students will explore the elements of numerous literary genres (short fiction, poetry, drama, film) and the power of both print and multimedia formats. To develop original writing pieces, students will engage in writing workshops, literary element development lessons, writing/author studies, and peer reviews/conferences. To show evidence of writing development throughout the course, students will be required to engage in writing community activities that require sharing one’s work and in publishing one’s writing beyond the classroom setting, including designing, editing, and contributing writing pieces to a student publication.

### Global Politics

**Credit:** 1.0  
**Prerequisite:** Must be in grades 10, 11, or 12  

Global Politics aims to explore fundamental political concepts, in a range of contexts and through a variety of approaches. It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives. The course consists of four core units:  
- Power, Sovereignty and International Relations,  
- Human Rights,  
- Development  
- Peace and Conflict.  

Students will examine contemporary global political challenges through case studies, simulations, and other assessments.

### Film Studies

**Credit:** 1.0  
**Prerequisite:** Must be in grades 10, 11, or 12  

The Film Studies elective course is structured for students in grades 10, 11 and 12 and designed to further develop and enhance growth in the skills of observation, analysis, oral and written articulation, creative thinking and creative expression. Students will be introduced to the foundational aspects of film and filmmaking including:  
- Basic film analysis  
- Cinematic formal elements  
- Genre  
- Narrative structure and cinematic storytelling dynamics  
- Ethics of film and filmmaking  

Students will also explore a variety of artistic and technical aspects of filmmaking while working collaboratively and independently in the production of original short films. Key
<table>
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<tr>
<th>Digital Music</th>
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<tr>
<td><strong>Credit</strong>: 1.0</td>
<td>The Digital Music course for students in grades 10, 11 and 12 is</td>
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<tr>
<td><strong>Prerequisite</strong>: Must be in grades 10, 11, or 12; teacher recommendation</td>
<td>designed to develop and enhance growth in the skills of</td>
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<td>observation, analysis, oral and written articulation, creative</td>
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<td>thinking and creative expression. Students will be introduced</td>
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<td>to the foundational aspects of Digital Music including:</td>
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<td>• Digital Music Production</td>
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<td>• Audio Recording</td>
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<td>• Music for Media (movies, advertisements, games)</td>
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<td>• Mixing techniques</td>
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<td>• Ethics of music publishing and royalties</td>
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<td>Students will also explore a variety of artistic and technical</td>
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<td>aspects of Digital Music while working collaboratively and</td>
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<td>independently in the production of original compositions. Key</td>
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<td>academic goals will be drawn from the National Core Arts</td>
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<td>Standards in support of this course along with a combination of</td>
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<td>project based, written and oral assessments.</td>
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<thead>
<tr>
<th>Public Speaking</th>
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<tbody>
<tr>
<td><strong>Credit</strong>: 1.0</td>
<td>This course provides instruction and experience in preparation</td>
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<tr>
<td><strong>Prerequisite</strong>: in gr. 10, 11, or 12</td>
<td>and delivery of speeches within a public setting and group</td>
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<td>discussion. Emphasis is on research, preparation, delivery, and</td>
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<td></td>
<td>evaluation of informative, persuasive, and special occasion</td>
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<td>public speaking. Its goal is to prepare students for success</td>
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<td>in typical public speaking situations and to provide them with</td>
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<td>the basic principles of organization and research needed for</td>
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<td>effective speeches. Upon completion, students should be able</td>
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<td>to prepare and deliver well-organized speeches and participate</td>
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<td>in group discussion with appropriate audiovisual support.</td>
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